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AUTHOR Mackin, Sara Lee
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ABSTRACT

Nearly 1,300 students at Miami-Dade Community College's south campus were placed in the categories of academic warning, probation, or suspension when standards of academic progress were implemented in fall 1978. Counseling programs designed to accompany these standards included one-credit student development workshops on time and energy management, life/work planning, and effective decision making; single session program planning workshops; and individual counseling sessions. A study was conducted to evaluate the effectiveness of these interventions on the fall 1978 grade point averages (GPA's) and credits attempted/earned ratios of all south campus students affected by the new standards. Findings included the following: (1) students who selected and participated in any of the interventions achieved higher GPA's and credits attempted/earned ratios than those who did not participate; (2) no one intervention produced more positive results for student participants than another; (3) all interventions resulted in significant gains in GPA and credits attempted/earned ratios; and (4) no differences in GPA or credit ratios were found for male/female, ethnic, age, or intended degree subgroups. The study report describes the interventions and study methodology and findings, includes a literature review and data tables, and is appended by the Standards of Academic Progress, workshop course objectives, and related material. (KL)

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Effectiveness of Small Group and Individual Interventions for Improving Academic Performance of Community College Students

SARA LEE MACKIN

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1979

JC 820 060

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I am truly grateful!

S.L.M.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

EFFECTIVENESS OF SMALL GROUP AND INDIVIDUAL INTERVENTIONS FOR IMPROVING ACADEMIC PERFORMANCE OF COMMUNITY COLLEGE STUDENTS

by
Sara Lee Mackin

May 1979

Standards of academic progress, adopted as official policy at Miami-Dade Community College 1978 fall term, allow the college to identify and to provide assistance for students experiencing academic difficulty. The academic records of nearly 1,300 students at Miami-Dade's south campus placed them in categories of academic warning, probation, or suspension at the beginning of the fall (78-1) term. This number represents approximately 10 percent of the student population and emphasizes the importance of developing programs to assist these people. This project evaluated the effectiveness of one-credit student development workshops, program planning workshops, individual counseling, and no interaction with college personnel on 78-1 grade point averages and on ratios of credits registered for to credits earned for all south campus students affected by the new standards.

I employed a quasi-experimental study design to answer the following questions:

1. Does the mean fall term GPA of students with less than a 1.5 cumulative GPA who participated in a one-credit workshop, received individual counseling, or had no interaction with college personnel differ significantly from the mean of their previous cumulative GPAs? If so, what relative effect did each treatment have on 78-1 GPAs for students affected by the standards due to cumulative GPAs of less than 1.5?
2. Does the fall term ratio of credits registered for to credits earned for students who received credit in less than half of total credits registered for and who participated in a program planning workshop, received individual counseling, or had no interaction with college personnel differ significantly from their previous ratios of credits registered for to credits earned? If so, what relative effect did each treatment have on fall term ratios of credits registered for to credits earned for students affected by the standards because they had not earned credit in at least half of total credits registered for?
3. Do differences exist among subgroups of the population differentiated by sex, ethnicity, age, and educational goals with respect to the efficacy of the four treatments?

Data supported these conclusions: students who participate in interventions designed to help improve academic performance achieve significantly higher grade point averages and ratios of credits registered for to credits earned than students who do not interact with college personnel. No single treatment requiring interaction produces more positive results for student participants than another interaction treatment, and all interactions result in significant GPA and credit ratio improvements. Finally, no differences in GPAs or ratios of credits registered for to credits earned result for male/female, ethnic, age, or intended degree subgroups of the population.

Recommendations based on the findings of the study follow: provide interventions each semester for students affected by the standards of academic progress and make information available to standards students regarding GPAs and credit ratios of workshop and counseling participants; carry out additional research to determine long-range effects of interventions and needs of standards students who did not contact the college; revise, add to, or delete STD workshop objectives as appropriate and enlarge communication effort to prompt more students to come in for assistance; provide workshops and seminars related to interventions for counselors who implement programs.

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CHAPTER I

INTRODUCTION

Background and Significance

Standards of academic progress, adopted as official policy at Miami-Dade Community College 1978 fall term, allow the college to identify and to provide better assistance for students experiencing academic difficulties. Implementing these academic standards includes limiting the number of credits for which students register, requiring intensified academic advisement, offering instructional programs designed to meet specific student needs, prescribing learning support services, and recommending additional interventions deemed appropriate by college personnel. The new standards were not designed to penalize students, rather the standards expressed the college's commitment to provide a complete program of services so that these students might achieve their educational objectives.

One of Miami-Dade's institutional goals states that the college will accept students as they are and provide them with opportunities to take the next steps according to their own choices.[1] To reach this goal, the college must respond to the community it serves and to the state and federal governments supporting its efforts. Students also must understand the importance of their commitment to the educational process. It seems evident that the college should not allow students who cannot or will not make satisfactory use of the college's educational services to continue their enrollment indefinitely. The standards provide extensive opportunities for Miami-Dade's students, but the responsibility for participating in programs or receiving services rests with the students.

As review of the standards (see Appendix A) reveals, the categories of academic warning, academic probation, and academic suspension involve students earning less than a 1.5 cumulative grade point average (GPA) on a 4.0 scale and students earning credit in less than half of total credits registered for. Besides limiting the number of credits for which students in academic standards categories can register, standards prescribe intervention programs in an effort to enhance students' academic performance. Note that the standards category of academic suspension requires a student to discontinue enrollment through the next major term. This requirement, however, is not implemented until the end of the winter term so that continuing, former, and transfer students in this category can participate in intervention programs for two major terms and improve their academic records. Another provision allows students in a suspension category to continue their enrollment as long as they complete at least half of credits registered for in the current term with a 2.0 GPA or higher. Students evincing extremely low GPAs or completing very few of total credits appearing on transcript can register for the next term at Miami-Dade as long as they meet this provision, even though their cumulative academic record might indicate suspension.

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[1] Miami-Dade Community College, 1977-79 Catalog, XVIII (Miami, Fla.: Miami-Dade Community College, 1977), p. 7.

During September 1978, all students whose academic records placed them in the categories of academic warning, probation, or suspension received letters from the college explaining the standards category that applied and making specific remarks about their individual records (see Appendix B). In that respect, Miami-Dade is a large multicampus community college; each campus developed its own standards of progress letters and intervention programs to assist students in improving their records. Programs designed to accompany implementation of academic standards at south campus include one-credit student development workshops emphasizing time and energy management, life/work planning, and effective decision making (see Appendix C). South campus offers these workshops to all students with less than a 1.5 cumulative grade point average. The college also provides single session program planning workshops for students registering for 17 or more credits but earning credit in less than half of total (see Appendix D). All students affected by the standards who choose not to participate in a workshop can receive individual counseling which includes a review of academic record, course selection for the next term, referral to campus or community resources, and additional appropriate recommendations. The standards letters mailed to south campus students September 1978 included descriptions of these services.

Statement of Problem

South campus students affected by the standards of academic progress fall term 1978 numbered nearly 1,400 or approximately 10 percent of the student population. This number proves substantial and emphasizes the importance of developing interventions which enhance students' academic performance. Assessing south campus interventions should provide recommendations necessary for developing programs that insure more of these students academic success.

Data was not collected systematically regarding previous efforts to assist students with academic problems, and no assessment of the effectiveness of services offered to these students in previous terms exists. This lack of assessment prompted me to include both a data collection system which yields accurate and complete information and a plan for thorough evaluation of interventions developed as integral aspects of the study. The new standards of academic progress mandate developing and implementing a program of services, and sound pedagogy requires evaluating the effectiveness of all interventions employed. Too often the assessment phase is omitted, as has been pointed out by many student services professionals: "There is a paucity of research in student services, a decided lack of evaluation of the effectiveness of services."[2] In this study, I focus on evaluating the effectiveness of the services designed to assist south campus students affected by the standards of academic progress.

Major Issues and Research Questions

Miami-Dade Community College established new academic standards for its students effective 1978 fall term. Thus, insuring students affected by these standards extensive opportunities to improve their academic records proves necessary. This project provides a complete analysis of the impact of four treatments--one-credit student development workshops, program planning workshops, individual counseling, no interaction with college personnel--on 1978 fall term grade point averages and on ratios of credits registered for to credits earned for all south campus students affected by the standards.

[2] Jay F. Ebersole, A Community College Student Profile with Implications for Student Personnel Services (ERIC ED 125 725), p. 28.

Since little information exists regarding the effectiveness of previous efforts to assist students at Miami-Dade and a review of related literature yields no conclusive evidence as to specific treatments for enhancing academic performance, the importance of offering and evaluating various interventions proves paramount. The outcome of these efforts provides information needed to make recommendations for a refined program of services for students at south campus. As a basis for the recommendations, I address the following research questions:

1. Does the mean 1978 fall term grade point average of students with less than a 1.5 cumulative GPA who participated in a one-credit student development workshop, received individual counseling, or had no interaction with college personnel differ significantly from the mean of their previous cumulative grade point averages? If so, what relative effect did each treatment--one-credit student development workshops, individual counseling, no interaction--have on fall term GPAs for students affected by the standards due to cumulative GPAs of less than 1.5?
2. Does the 1978 fall term ratio of credits registered for to credits earned for students who received credit in less than half of total credits registered for and who participated in a program planning workshop, received individual counseling,

or had no interaction with college personnel differ significantly from their previous ratios of credits registered for to credits earned? If so, what relative effect did each treatment--program planning workshop, individual counseling, no interaction--have on fall term ratios of credits registered for to credits earned for students affected by the standards because they had not earned credit in at least half of total credits registered for?

3. Do differences exist among subgroups of the population differentiated by sex, ethnicity, age, and educational goal with respect to the efficacy of the four treatments?

Definition of Terms

I define the following terms to promote ease in understanding this study:

Fall term (78-1): sixteen-week major semester beginning in August and ending in December 1978.

Grade point average: a number based on a 4.0 scale which indicates a ratio of credits attempted to grades earned.

Individual counseling: meeting with a counselor individually in the division of career planning and advisement to review academic records, plan program of study for next term, and receive additional recommendations as appropriate.

Measurable course objectives: statements of specific performance, conditions of evaluation of performance, and minimum level of performance used to describe desired outcomes of student development workshops.

One-credit student development workshops: three multiple session workshops designed for students with less than a 1.5 cumulative GPA and emphasizing time and energy management, life/work planning, and effective decision making.

Program planning workshop: small group single session workshop designed for students earning credit in less than half of total registered for and including a review of academic work completed and courses not yet scheduled, planning for the completion of program requirements, and class selection for next term.

Standards of academic progress: Miami-Dade Community College guidelines for limiting credits and providing support services for students whose cumulative grade point averages are less than 1.5 on a 4.0 scale and for those who have not completed with a passing grade at least half of total credits registered for.

Variables

Independent variables for this project include four treatments: one-credit student development workshops offered to all students with less than a 1.5 cumulative GPA; single session program planning workshops offered to all students earning credit in less than half of total credits registered for; individual counseling available to all students affected by the standards who prefer individual assistance to a small group treatment; no treatment for students who choose not to interact with college personnel concerning their academic records and the standards of academic progress.

Dependent variables include fall term grade point averages for all students beginning the term with at least seven credits and less than a 1.5 cumulative grade point average and fall term ratios of credits registered for to credits earned for all students beginning the term with an academic record showing credits earned in less than half of total credits registered for. I selected these variables as the most objective measures available to assess the impact of the four treatments.

Delimitations

I limited the population for this study to Miami-Dade's south campus students. Findings, therefore, apply directly to south campus students although they may prove applicable to other Miami-Dade campuses and similar community colleges. Controlling counseling styles proved impossible; counseling personnel implementing the program possessed differing characteristics.

Assumptions

I based this research project on the following assumptions:

1. All south campus students affected by the standards of academic progress possess reading skills necessary to understand the letters describing their specific records and the inserts explaining the services available to them.
2. All students receive an equal opportunity to participate in a workshop or receive individual assistance.
3. The counselor-facilitator implements course objectives for each student development workshop.
4. All counselors providing individual assistance or program planning workshops for students affected by the standards adhere to the college guidelines for credit limitations and to the campus guidelines for recommendation of additional interventions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Examination of available literature reflects the lack of proven, standard methods for meeting educational needs of community college students. Many new approaches to student development, however, were postulated and are reviewed here. In general, student development presents a special meaning focusing on activities undertaken for the educational benefit of the student outside the traditional purview of the professor. This educational aspect is associated now with student personnel work.[3]

Student Development Concepts

Colleges and universities have returned to a focus on the whole student. They view students now as competent adults with developable potential, not as incompetent children whose evil inclinations must be curbed. More intense concentration focuses on real opportunities to learn rather than fixed schedules and class hours.[4] Max Raines suggests that all student affairs programs become a part of the educational enterprise of higher education by assisting students in the acquisition of life-centered and life-long competencies. He sees the service role of student affairs contributing less, with increasing participation in the educative process.[5] Student development programs of the seventies developed as active programs for shaping a variety of forces within the total college experience which can maximize the potential for students' growth and development.[6]

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[3] Arthur L. Tollefson, New Approaches to College Student Development (New York: Behavioral Publications, Inc., 1975), p. 1 (ERIC ED 121 183).

Obstacles to restructuring for human development in higher education exist. Although an increasing number of institutions indicate verbal support, their actions do not substantiate the expressed sentiment. According to Hurst et al.,

> This movement involved a philosophical change from primary concern with remediation of casualties to an environmental and developmental approach designed to (a) modify the academic and social environment in constructive ways, (b) teach students living in the college or university environment the skills necessary for the full utilization of that environment, and (c) study the student and

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[4] Tollefson, pp. 85-6.

[5] Max R. Raines, "A Life-Centered Student Affairs Program," NASPA Journal, 15 (1977), 8.

[6] Jay F. Ebersole, The Student Development Program: A Process of Affective Learning in American Higher Education (ERIC ED 095 980), p. 3.

> his environment to provide a data base and directionality for programs designed to implement (a) and (b).[7]

Isolated program development within this model continues, but few institutions attempt major organizational restructuring. Student personnel workers must take steps which bring them closer to this goal. Lewis suggests stressing task oriented groups. Specifically, counselors should develop educational materials and package projects for repeated use. This should involve teamwork with faculty, paraprofessionals, and administrators. Another recommendation suggests that more student personnel staff should engage in classroom teaching. According to Lewis, "Such classroom efforts have proven quite useful when formula justification arose in some community college situations."[8] O'Banion concurs and goes even further by saying that student personnel workers should develop their own piece of the curriculum, and that segment should focus on human development. He states that "If this is done, then student personnel work can have a significant impact on education, thus assuring the humanization of the educational process and the survival of student personnel work."[9] The three student development workshops offered as a small group intervention for this project resulted in response to this type of thinking.

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[7] James C. Hurst et al., "Reorganizing for Human Development in Higher Education: Obstacles to Change," Journal of College Student Personnel, 14 (1973), 10.

[8] Charles L. Lewis, "College Student Personnel: A Current Estimate," Journal of College Student Personnel, 14 (1973), 9.

Redirection of our energies toward developing students and away from standing in loco parentis to them prompts us to forge new paths as part of our student personnel programs. We must understand the paradox of defining student development theory and then applying it to individuals. Often it requires choosing between abstract simplified models of reality which prove researchable and the complex reality in which we live.[10] Ideally, the two major uses of theory can come together in this process by using a general body of knowledge in designing educational programs and services, then adapting these to the needs of individual students.[11]

Assumptions that tend to bridge the gap between theory and practice need reexamination before new programs are implemented. Plato points out four current practices which may hamper appropriate implementation of student development concepts: current models shift unconsciously from the individual to the institutional level; proposed student development models are based on the straightforward model of rational decision making; models are often developed without consideration of resource availability; student personnel workers still conceptualize their institutions under the "collegial model."[12] She suggests safeguards against blind acceptance of these assumptions, such as seeing that student development programs are established as policy, articulating interests of the profession more broadly, understanding political context of program development, and developing strategies in relation to costs.[13] For these student development programs to effect positive impact on students, reorientation to learning must occur.

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[9] Terry O'Banion, "Organizing and Administering Student Development Programs in the Community Junior College," *Peabody Journal of Education*, 49 (1972), 278.

[10] Clyde A. Parker, "On Modeling Reality," *Journal of College Student Personnel*, 18 (1977), 421.

[11] Parker, p. 424.

Reorientation to Learning

Deliberate education for students' growth and development should constitute a major responsibility of every college. Common tenets of student development proposed by K. Patricia Cross include:

> (1) Development is a lifelong process occurring in sequences and spurts rather than in linear or regular progression. (2) Development involves the total being, integrating cognitive and affective

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[12] Kathleen C. Plato, "Student Development as Policy: Strategies for Implementation," Journal of College Student Personnel, 18 (1977), 518-19.

[13] Plato, pp. 520-21.

> learning. (3) Development involves active internal direction rather than adjustment to culturally determined criteria. (4) Development is stimulated when the individual interacts with an appropriately challenging environment. (5) The phenomena of developmental growth can be submitted to scientific study. (6) Educational programs and interventions can be designed to make an impact on the rate, level, and direction of development.[14]

We must abandon rigid, cognitive-only curricula in favor of flexible, diverse offerings which respond to students' affective dimensions as well as promoting intellectual development.

Attitudinal blockages to the learning process itself present serious handicaps for some students, particularly for new students to higher education. An attitude of achievement orientation must replace this fear of failure. Reorientation can happen only if those working with students experiencing academic difficulties realize that these students often approach learning tasks in a different manner from that used by their more successful peers.[15] Looking carefully at individual differences and at new methods for developing individual talents proves necessary.[16]

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[14] K. Patricia Cross, Accent on Learning (San Francisco: Jossey-Bass, Inc., 1976), p. 167.

[15] K. Patricia Cross, Beyond the Open Door (San Francisco: Jossey-Bass, Inc., 1974), pp. 168-69.

[16] Cross, Beyond Open Door, p. 113.

Community colleges, especially, realize that pluralism in educational methods or teaching strategies yields more positive results when dealing with diverse student learning styles. This can be accomplished even within a single class. Experiential learning provides students opportunities to practice new behaviors using a variety of resources and methods. Student development workshops developed for students evincing academic difficulty at Miami-Dade instituted a 15-student maximum to promote experiential learning and to better allow for students' active participation in the class sessions. As stated in Education and Identity,

> Learning and personal development occur principally through action . . . if opportunities for relevant behavior, for active expression, for responsible participation, are not available or are sharply curtailed by strong competition, long waiting lists, or bureaucratic hurdles, then wisdom heard, insights gained, the fruits of reflection, cannot be converted into working knowledge, cannot become part of oneself.[17]

Not only does hands-on learning such as modeling behaviors, object manipulation, and personal problem solving offer more options than paper-and-pencil learning, it also stays closer to reality and relevance orientation.[18]

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[17] Arthur W. Chickering, Education and Identity (San Francisco: Jossey-Bass, Inc., 1972), p. 337.

[18] K. Patricia Cross, "Learner-Centered Curricula," in Learner Centered Reform, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, Inc., 1975), p. 60.

Considerable research conducted to determine the relationship between motivational orientation and academic success exists. Cumulative findings indicate that the interaction of at least the following four factors influence academic performance and satisfaction: academic ability or learning potential, academic achievement or learning background, academic attitude or learning motivation, academic adjustment or learning behavior.[19] These findings provide strong support for counseling programs that include study skills, attitudes counseling, and motivation building. Basic skills inventories are frequently part of a community college entrance assessment but little, if any, attention focuses on examining negative academic attitudes. This information may indicate a need for changes in initial student evaluation.

Student satisfaction results from consideration of thoughts, feelings, and actions. Smith and Walz recommend certain ingredients for successful class groups: structure rather than unstructure, especially for underachieving students; include a certain amount of flexibility within a general structure; temper to needs of students; employ variety in materials and strategies; avoid discrepancies between group setting and school setting.[20] Adhering to these criteria would require regulating group size and limiting size should allow us to do a better job of educating these people by our creation of meaningful and manageable learning environments.[21] Satisfied learners persist and the small group can provide a vehicle for satisfaction. In a class three sources of relationships exist in which satisfaction may or may not show itself. Student-teacher relationship, student to other students, and the relationship between the student and course content all figure prominently in the individual's satisfaction with the intellectual activity at hand. In all three of these relationships, the student hopes to demonstrate worth and to feel enlarged.[22] Counselors working with students in an effort to assist them in improving their academic performance possess a marvelous opportunity to put these learning theories in action.

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[19] William F. Brown, Student-to-Student Counseling (Austin, Texas: The Univ. of Texas Press, 1972), pp. 45-48.

[20] Robert L. Smith and Garry R. Walz, eds., Developing Students' Potentials (ERIC ED 083 532), p. 87.

Role of the Counselor

When Miami-Dade instituted the standards of progress as policy, the college committee on academic affairs appointed the counseling staff at each campus responsible for providing interventions to assist students affected. This assignment, given appropriately to student personnel people, brings the focus of the counselors' efforts back to the individual student and prompts the college to take a pro-active role in each student's life and growth. Helfgot offers a philosophical statement on the role of counseling in Illinois Community Colleges supporting this development:

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[21] Alison R. Bernstein, "How Big Is Too Big?" in Individualizing the System, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, Inc., 1976), p. 27.

[22] J. R. Kidd, How Adults Learn (New York: Association Press, 1973), p. 136.

> Any meaningful student personnel program must be prepared to meet students on the individual campus both "where they are" and "where they are coming from. . . ." We must be prepared to deal with the educational, emotional, and intellectual disparity among students that the open door implies.[23]

Counselors should develop student services in accordance with the purposes of the institution and the nature of the students. Recent literature reflects the importance of counselors and other student development personnel's involvement in teaching credit courses in human potential, human growth, personal growth, study skills, achievement motivation, career development, and the like.[24] This project provides just such opportunity for counselors at Miami-Dade's south campus. They serve as instructors/facilitators for the one-credit workshops offered to students with less than a 1.5 cumulative grade point average. Student support for counselor assistance with academic and occupational planning proved evident in phases 2 and 3 of the Nor Cal Attrition Study where students from the more than 20 colleges included in the project said they relied most on their counselor for advice about school and job plans.[25] An important aspect of the counselor's role comes to light here: the counselor must redirect students not participating in transfer or occupational programs and ending up with no training or degree in anything. Often they compose a large part of the group of students experiencing academic difficulty, and any program designed to help them should take advantage of opportunities to strengthen their self-direction.

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[23] Steven R. Helfgot, A Philosophical Statement on Student Development and the Role of Counseling in Illinois Community Colleges (ERIC ED 139 461), p. 7.

[24] Helfgot, p. 24; Theresa M. Miller, A Study of Counseling Services in Two-Year Colleges (ERIC ED 144 635), p. 15.

Counselors teach a required three-credit personal growth seminar at Burlington County College for all students subject to disqualification. Both group process and individual counseling sessions emphasize development of self-awareness in relationship to personal goal setting.[26] At Georgia Tech a longitudinal study conducted over a six-year period shows that GPAs improve significantly for the counseled group, that they migrate to majors more compatible with measured interests, they report satisfaction with post college work equal to that of non-counseled group, and attain a higher level of job success.[27] Counseling received pertained to academic and vocational concerns with an average of four individual sessions per student.

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[25] Donald L. Kester, "The Community College Counselor Is the College's Primary Institutional Leader in the 'Cooling Out' Process" (ERIC ED 097 937), pp. 8-9.

[26] Miller, p. 16.

Redefinition of a counselor's role should include outreach activities as a catalyst representing students, initiating and facilitating change, focusing on total lifestyle of students with particular attention paid to atypical students, and effecting more impact on curriculum development. Growing recognition of the importance of attitudes, values, and self-concepts in the educational process generates a number of efforts to facilitate appropriate changes in these attributes.[28] Brewer reinforces the importance of dealing with the total person rather than separate aspects of an individual in any program offered. He mentions the changing focus of educational counseling and describes it as growing from an effort to identify factors determining the level of academic performance to an interest in the total person.[29]

The findings of a comprehensive investigation of the prevalence of services offered by counseling centers at higher education institutions show that 55 percent of the junior colleges surveyed provide counseling for all students on academic probation.[30] This datum indicates general acceptance of offering services for students experiencing academic difficulties by counseling centers at two-year institutions. Counselors at Miami-Dade's four campuses concurred and began developing a program of services for these students for fall term 1978.

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[27] Mark E. Meadows, "Assessment of College Counseling, A Follow-Up Study," Journal of Counseling Psychology, 22 (1975), 468-69.

[28] Tollefson, pp. 56-9.

[29] Ted Eugene Brewer, "Relationships Among Individual Short Term Counseling, Academic Achievement, Personality Factors and College Persistence of Certain Junior College Students," Diss. North Texas State 1969, p. 5.

The California Community and Junior College Association made a recommendation similar to Miami-Dade's standards concerning policies for academic performance and programs to help students whose poor performance records extended over a period of several semesters. They suggested that all colleges establish and implement probation and dismissal policies, that such policies remain a local option to meet the needs of differing student bodies, and that colleges provide additional counseling and other help. The Association also recommended that "approval to continue at the college should be contingent upon enrollment in courses and programs which such students have a reasonable probability of completing with satisfactory grades."[31] Requiring all south campus students affected by the standards of academic progress to participate in small group or individual interventions before registering adheres to this guideline.

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[30] John C. Wolf and Joseph D. Dameron, "Counseling Center Function in Two-Year and Four-Year Colleges," Journal of College Student Personnel, 16 (1975), 482-85.

[31] Task Force on Through the Open Door of the California Community and Junior College Association, Response to Recommendations Contained in the California Postsecondary Education Commission Report Entitled 'Through the Open Door' (ERIC ED 152 345), p. 16.

Improving Academic Performance

The primary focus regarding the provision of student development workshops, program planning workshops, and individual counseling for this project center on planning for positive experiences. The review of related efforts to provide assistance for students experiencing academic difficulties follows. Projects included examine study skills, self-concept, human potential, credit limitation, achievement motivation, housing arrangements, basic skills, financial aid, and persistence as related to academic performance.

A major study by McGuire and Noble investigates the relationship between achievement motivation and encouragement by counseling letters. Their findings reveal no significant differences in grade point averages or use of campus resources for those receiving letters and a no-contact control group. They did obtain evidence, though, supporting the conclusion that academic motivation can provide a potentially relevant variable in identifying which low achieving students might benefit and respond most to an intervention attempt.[32] Counseling based on the non-achievement syndrome increased GPAs of failing college students significantly in another study. These results provide empirical evidence that we can modify non-intellectual factors.[33] Over 80 percent of the students participating in the self-instructional motivation unit responded favorably to its content and the need for instruction in this area.[34] This unit appears to incorporate suggestions of Bednar and Weinberg for successful programs to assist underachievers. They reviewed 23 studies evaluating the effectiveness of various treatment programs for poorly achieving students and found that structured rather than unstructured, lengthy rather than brief, and appropriate to students' needs reflect ingredients common to all successful programs.[35] Another program having positive outcomes saw community college students participating in a three-credit achievement motivation course designed to help students adjust to college life increase their GPAs significantly during term following course. Other benefits included higher number of achievement motivation group students who transferred to four-year institutions and higher number who either graduated or transferred to four-year institution versus those leaving the college without continuing their education.[36] Although project results vary, it appears colleges can effect student motivation and these efforts can lead to improved academic records.

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[32] John M. McGuire and Frank C. Noble, "Motivational Level and Response to Academic Encouragement Among Low-Achieving College Males," Journal of Counseling Psychology, 20 (1973), 425-30.

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[33] R. M. Roth, H. Manksch, and K. Peiser, "The Non-Achievement Syndrome: Group Therapy and Achievement Change," Personnel and Guidance Journal, 46 (1967), 393-98.

[34] Gerald R. Patterson, Developing a Self-Instructional Motivation Unit for Junior College Students (ERIC CCP 000 012), p. 8.

[35] B. I. Bednar and S. Weinberg, "Ingredients of Successful Treatment Programs for Underachievers," Journal of Counseling Psychology, 17 (1970), 4.

Other efforts to provide academic assistance focus on self-concept enhancement or self-development. Students completing a three-credit self-development seminar at North Greenville College improved both grade point averages and numbers of credits completed.[37] Bourn found that self-concepts stood in a causal relationship to academic achievement when he examined outcomes of an individualized, basic skills development program designed for high risk Essex Community College students. Further, dropouts demonstrated significantly lower self-concepts of their academic abilities than those continuing their enrollment.[38] Results for freshmen at Ulster Community College reflect no significant difference in academic achievement as measured by GPA for students given same term human potential training, group receiving traditional orientation for college, and those receiving no treatment.[39] No long-range results were recorded. Peterson found it significant that successful equal opportunity program students demonstrated an increasingly positive self-concept and that disadvantaged students' self-concepts seemed to have direct relationship to their success in college.[40] Findings in this area give credence to inclusion of student opportunities for successful experiences in all workshops designed to improve grade point averages.

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[36] Gunars Reimanis, "Achievement Motivation Training in a Community College Setting: Effects on Personality and Educational Variables" (Panama City, Panama: Inter-American Congress of Psychology, 1971), p. 5.

[37] Jane H. Silver, The Effect of a Self-Development Seminar on Freshman Learning as Measured by Grade Point Averages, Units Completed and Retention Rate (ERIC CCP 000 295), p. 18.

[38] Ken Bourn, Self Concept Development for High Risk Students in the Community College (ERIC ED 129 394), p. 2.

Deficiencies in study skills can lead to academic underachievement and even failure for many college students. Programs to remedy these shortcomings have enjoyed considerable success. In a program combining study skills instruction with counselor-led workshops in areas such as assertiveness training, coping with stress, biofeedback, life planning, and career exploration, students improved their use of study skills and increased academic performance by one-half a letter grade.[41] A combination of required individual counseling, group guidance, and study skills workshops produced positive results in Kaye's study. Although the study's population proved small, evidence indicates significant differences in GPAs at the end of only one term, treatment group showing improvement from a mean GPA of 1.033 first term to 2.143 second semester and the control group progressing from a 1.038 to a 1.428 grade point average.[42] Study skills instruction as the sole treatment did not impact on study attitudes or number of adjustment problems but did appear generally to increase knowledge of study skills and improve GPAs.[43] Positive attitudes and techniques for studying, combined with other factors including motivation toward academic pursuit and acceptance of educational goals, served as springboards for completing more credits than matched group receiving no training.[44] Another study skills effort also saw heightened use of study techniques, study organization, and study motivation.[45] Since no consensus exists as to the most effective methods for decreasing failure, reports of programs yielding positive results must receive every consideration.

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[39] James T. Varelas, "Effects of the Human Potential Seminar on the Self Concept, Academic Achievement, and Social Adjustment of Community College Freshmen," Diss. State Univ. of N.Y. at Albany 1973, pp. 68-69.

[40] Carl D. Peterson, "The Development and Achievement of Equal Opportunity Program Students," Journal of College Student Personnel, 14 (1973), 35-6.

[41] James E. Robyak and Peter A. D. Sherrard, "A Modular Study Skills Program," Journal of College Student Personnel, 19 (1978), 471.

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[42] Robert A. Kaye, "A Required Counseling Study Skills Program for Failing College Freshmen," Journal of College Student Personnel, 13 (1972), 159-61.

[43] James E. Robyak and Ronald G. Downey, "Effectiveness of a Study Skills Course for Students of Different Academic Achievement Levels and Personality Types," Journal of Counseling Psychology, 25 (1978), 550.

[44] Phyllis E. Shaffer, "Academic Progress of Disadvantaged Minority Students: A Two-Year Study," Journal of College Student Personnel, 14 (1973), 45.

[45] Frank Mussano, The Effects of a Study Skills Workshop upon Study Techniques, Study Organization, and Study Motivation for Resident Freshmen (ERIC CCP 000 206), pp. 19-21.

Remedial programs and other support services continue to provide resources for enhancing community college success. Eastfield College in Texas instituted a program designed to improve learning for students identified by instructors as having difficulty with courses during the first few weeks of classes. The college provided complete assessment and individual assistance in an effort to determine if low achievement students might show a more positive profile after participating in the learning improvement program.[46] No specific evaluation procedures were reported, making it more difficult to assess the efficacy of the treatment. A basic studies program and a team approach to remediation both produced positive measured results. The basic studies program yielded a significant difference for participants in GPAs, persistence, and grades in English composition. Rosella attributes positive outcomes to the requirement that all instructors receive professional counselor training as well as discipline training.[47] At Mohegan Community College Aarons compared students enrolling in a foundation's remedial program with those maintaining similar reading scores but not enrolling. The persistence and quality point average of the experimental group exceeded that of the control group. Many factors seem relevant to the success of the foundation's program including: faculty wanting to teach high risk students; instruction geared to students' needs, measurable objectives prescribed for each participant; variety of instructional modes used; faculty proving humanistic, honest, and fair; counseling aspect of the program emphasized; administration's strong commitment to the program; each team instructor member of division in which his discipline lies which seemed to help engender support for the program.[48]

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[46] Diane Holt and Abylene Hega, "LIP in Dallas," Community and Junior College Journal, 46 (Nov. 1975), 23-25.

[47] John D. Rosella, Effects of the Basic Studies Program on the Scholastic Performance of a Selected Group of Low-Achieving Students Enrolled at Buck County Community College During the 1973-1974 Academic Year (ERIC ED 119 794), p. 16.

Four student personnel services designed to improve the academic performance of underachieving college freshmen reveal less positive results. According to Preus, counseling, group counseling, remedial help in reading and study skills, and weekly interviews with academic advisers yield no significant difference in third quarter achievement between students referred for a combination of treatments and those not referred.[49] Goal motivation, growth toward maturity, academic achievement, and persistence show greater increases for recipients of group or individual counseling when compared to control group students. No significant differences existed, however, in academic achievement motivation or attitude change between group and individually counseled.[50] Extensive faculty counseling at the University of Notre Dame effected drop in attrition rate, increased number of students allowed to pursue independent study programs, increased number of students on the dean's list, and decreased number of students dropping courses during the academic year.[51]

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[48] Howell Aarons, An Evaluation of an Individualized Interpersonal and Interdisciplinary Team Approach to Remediation at Mohegan Community College (ERIC ED 115 341), p. 73.

[49] James Burchard Preus, "The Effect of Four Student Personnel Services on the Academic Performance of Underachieving Arts College Freshmen," DA (1964), 4549 (Univ. of Minnesota).

Counselors attending a workshop for Higher Education Achievement Program counselors in 1973 offered approaches for counseling disadvantaged junior college students. Their successes incorporated using standardized assessment instruments, emphasizing small group communication skills, providing peer tutoring, combining individual and group counseling techniques, and facilitating students' planning for positive experiences.[52] The Community College of Philadelphia offers other strategies for assisting non-traditional students. There a cooperative learning program combines content courses, offers a seven-week orientation which gives help with study skills, assesses personal interests, allows students to meet all academic and vocational division directors to discuss career opportunities, plus tutoring six hours weekly unless grade of B or higher earned on all tests. Another project combines two required remedial courses in reading and writing with two general course requirements. Tutoring again is required for the writing course and both content courses.[53] With so many programs and services containing so many dimensions offered to students needing academic assistance, it proves helpful to note that at each college comparing students enrolled in remedial programs with support services and students in nonremedial programs without support services, students receiving the various interventions make significantly higher grades than the non-treatment students. Lee and West's study reviews developmental and remedial programs and finds that students in remedial programs earn a mean GPA of 2.66 while high risk students in nonremedial programs acquire only a 1.96 mean GPA.[54]

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[50] Lorine A. Aughinbaugh, Group versus Individual Counseling: A Junior College Study (ERIC ED 027 893), pp. 64-6.

[51] Robert E. Glennen, Faculty Counseling--An Important and Effective Aspect of Student Development (ERIC ED 057 368), pp. 6-7.

[52] Aliece F. Whitley, ed. Counseling the Disadvantaged Junior College Student: Approaches Suggested by Higher Education Achievement Program Counselors, Fall 1973 (ERIC ED 097 931), pp. 1-16.

Effects of residence hall policies, financial aid, and commuter versus resident status on academic achievement have also been investigated. No conclusive relationship between academic success and student residence was found.[55] Also, no specific impact on GPA became apparent in reviewing records of financial aid recipients and non-recipients. Matriculation did increase, however, as aid was awarded.[56] Achievement differences between resident and commuter students did not materialize but commuters did show less maturity of goals and aspirations and poorer curricular adjustment.[57] These factors should prompt careful planning for Miami-Dade's student programs since all students are commuters and many receive financial assistance.

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[53] Florence Fishman and Marjorie Dugan, Alternative Programs and Services for the Non-Traditional Student (ERIC ED 129 380), pp. 1-7.

[54] Clarence A. Lee and John R. West, An Evaluation of Student Performance Based upon Utilization of Extended Opportunity Programs and Services (ERIC ED 103 049), pp. 14-15.

Literature about programs designed to increase persistence and research reports of the impact of various efforts prove limited in number but do provide useful information. Roueche and Kirk evaluated remedial programs designed to improve performance and increase persistence of high risk students in community colleges. They conclude that high risk students in special programs tend to persist to a greater degree and achieve academically at a higher level than comparable high risk students in regular programs. Another finding states that minority group students tend to persist and achieve academically to a greater degree than majority group students enrolled in special programs. The programs featured block scheduling, open writing labs, reading seminars, community involvement, flexible curriculum, one year length, and humanistic environment.[58] The relationship of persistence and financial aid produced no significant differences between persistence and the amount of financial aid received.[59]

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[55] Douglas R. Whitney et al., "Effects of Residence Hall Policies on Academic Achievement," Journal of College Student Personnel, 14 (1973), 333-36; and Elizabeth Glover Shafer, "Academic Effectiveness of Ability Grouping and a Student Tutorial-Counseling Program at Madison College," DA (1968), 554 (Fla. State Univ.).

[56] Charles R. Fields and Morris L. LeMay, "Student Financial Aid: Effects on Educational Decisions and Academic Achievement," Journal of College Student Personnel, 14 (1973), 426-27.

[57] Robert W. Groff and Gary R. Cooley, "Adjustment of Commuter and Resident Students," Journal of College Student Personnel, 11 (1970), 56.

Although amount of financial aid does not appear to affect attrition, other factors relate directly to student attrition, including low self-concept, high anxiety, low internal reinforcement control, and lack of goal and value clarity.[60] These findings increase the importance of helping students understand that faculty and administrators are interested in them and want to assist them in the many growth processes concerning them. A study of patterns of enrollment and performance in California's community colleges shows continuing students earn higher GPAs than those who terminate enrollment. In that report persisters passed 82 percent of course credits while non-persisters completed only 53 percent of schedule. Withdrawals also varied considerably between the two groups with 14 percent of persisters and 24 percent of non-persisters receiving withdrawal or "W" grades.[61]

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[58] John E. Roueche and R. Wade Kirk, An Evaluation of Innovative Programs Designed to Increase Persistence and Academic Performance of High Risk Students in Community Colleges (ERIC ED 067 094), p. 11.

[59] James E. Selby, "Relationships Existing Among Race, Student Financial Aid, and Persistence in College," Journal of College Student Personnel, 14 (1973), 38-40.

[60] Gunars Reimanis, Student Attrition and Program Effectiveness (ERIC ED 132 988), p. 17.

Persistence factors gain additional significance as enrollment levels off or diminishes. Heightened grade point averages discriminate between attrition-survival groups in a study of college student retention; therefore, energies directed at assisting Miami-Dade students in the improvement of academic performance appear well placed. Interaction between student and campus using demographic data and a mailed opinionnaire provided evidence that the following factors relate to persistence: first term grade point average, level of academic motive for attending college, level of educational aspiration, perception of adequacy of family financial resources, delayed matriculation, and ACT English score.[62] Sedlacek and Brooks report positive self-concept, realistic self-appraisal, and availability of a strong support person as three of the noncognitive variables useful in predicting minority student success.[63] A study of "W" grades at Roane State Community College shows that scheduling conflicts with work, other classes, or other duties account for largest number of withdrawals. Another reason stated frequently for withdrawing from classes is making less than passing grades. Conclusions indicate students probably do not abuse the "W" grade, nor was the "W" grade reserved only for failing students. This information served as a valuable resource for designing small group student development workshops and in structuring individual interventions. Perhaps Miami-Dade should consider revising scheduling policies in efforts to decrease withdrawal rates.

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[61] Dorothy Knoell et al., *Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges* (Sacramento: California State Postsecondary Education Commission, 1976), pp. 45-46.

[62] J. H. White, "Individual and Environmental Factors Associated with Freshman Attrition at a Multi-campus Community College," Diss. George Washington University, 1971.

The college's concern with excessive withdrawals seems appropriately placed with academic standards. Lawson studied students with low grades at Rock Valley College and, of the 197 subjects, not one completed all credit hours registered for.[64] Nearly three-fourths of institutions reporting on efforts to help students improve their academic records employed a strategy limiting credits or course load.[65] Such limitations produced mixed results in terms of grades, credits completed, and persistence. Studies of the impact of credit limitation at Miami-Dade will be conducted as the standards of progress are implemented and on a continuing basis.

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[63] William E. Sedlacek and Dennis W. Webster, "Admission and Retention of Minority Students in Large Universities," Journal of College Student Personnel, 19 (1978), 247.

[64] Charles E. Lawson, A Study of Characteristics of 197 Students with Low Grades at Rock Valley College, 1969-70 (ERIC ED 042 444), pp. 36-38.

[65] Junius A. Davis, Graham Burkheimer, and Anne Borders-Patterson, The Impact of Special Services Programs in Higher

Many have realized that more of the same is not enough for community colleges. Looking carefully at individual students, their needs, and the best ways for assisting in their growth and development proves necessary.[66] A sense of perspective must be maintained as the ultimate goal for all educators is "a free, truly educated, humane people. . . ."[67] Human resources surround us, and now our task is to put them to work in the development, implementation, and evaluation of an intervention program designed to improve south campus students' academic performance.

Education for Disadvantaged Students (ERIC ED 112 790), p. 54; and Phil Gordon and Lyle Smith, "Effects on the Achievement and Retention of Highland Community College Probationary Students with and without a Forced Limitation of Hours," in Northern Illinois University Abstracts of Graduate Studies on the Community (Junior) College, 1969-1970 (DeKalb, Illinois: DeKalb Community College Services, 1970), pp. 15-17.

[66] K. Patricia Cross, Beyond Open Door, p. 113.

[67] Samuel B. Gould, Today's Academic Condition (New York: McGraw-Hill), p. 98.

CHAPTER III

PROCEDURES AND METHODOLOGY

Large numbers of students in community colleges are not academically successful. At Miami-Dade Community College fall 1978, the number of students whose records indicated less than adequate performance according to the college's standards of academic progress represented more than 10 percent of the student population. This study provides a thorough analysis of small group and individual interventions developed to assist the 1,300 south campus students affected by the new standards of academic progress.

Design of the Study

I employed a quasi-experimental design in evaluating the small group and individual interventions developed to assist south campus students in the improvement of their academic performance. After a review of related literature pertaining to student personnel programs and other kinds of assistance provided for students experiencing academic difficulties, members of Miami-Dade's south campus counseling staff developed and made available fall 1978 three student development workshops and a program planning workshop. Staff also established procedures for providing individual assistance.

The next step involved informing students of services available to assist them. Fall 1978, every south campus student affected by the standards of academic progress received a letter describing the standards category that applied and implications of that standard plus a handout explaining the small group and individual interventions available. No student in any standards category was permitted to register for additional credits fall term or for winter term credits without the approval of a professional staff member in the division of career planning and advisement.

To insure that these students obtained approval to register from a counselor, the registrar's office placed a hold on their student files. This hold lifted only if a student presented an academic progress override card bearing a counselor's signature and division stamp at the registrar's office (see Appendix E). Another phase of the data collection system involved completion of a student data sheet by each standards student who came to career planning and advisement for assistance (see Appendix F). Besides asking for current information regarding address and telephone, it proved important to have students describe class schedule for fall term, including grades to date and goal for end of term grades. Staff also solicited information concerning other regular commitments, financial assistance received, educational goal, suggestions for additional interventions, and perceived reason for falling into one of the standards of academic progress categories. No data about these students other than transcripts indicating specific standards category existed; therefore, requiring them to complete this data sheet provided information which contributed to the effectiveness of the counseling interview. At the termination of an interview with a standards student, the counselor completed an academic progress approval form (see Appendix G) which listed interventions the student should follow. Additional information included student's sex, ethnic group, and standards category.

No files were maintained previously for students not progressing satisfactorily at Miami-Dade's south campus. It proved imperative, therefore, that career planning and advisement staff assisting these students possess current information. Staff decided to establish and maintain files in the division for all students affected by the standards of academic progress. Each file contains a current transcript, student data sheet, and academic progress approval form. The transcript is updated each term and every time a student receives assistance from a counselor, an approval form noting recommendations made is added to the file. This system and the student master record files serve as resources for obtaining information needed to assess the effectiveness of interventions offered to students fall 1978.

Student development workshops, program planning workshops, and individual counseling were scheduled during October, November, and December 1978. Analysis and evaluation of these treatments followed. The final phase of the study included ascertaining the effectiveness of each of the interventions developed to improve students' academic records and making recommendations for refinements in the south campus intervention programs.

Population

The population for this study included all south campus students affected by the standards of academic progress registered for credit classes September 1978, 1,266 subjects. Staff sent standards of progress letters to 199 students whose records placed them in academic warning. This meant that they attempted 7 to 16 credits with a cumulative GPA of less than 1.50. They also received the description of the one-credit student development workshops. One hundred eighty-nine students received academic probation letters because of a GPA of less than 1.50. Again, the insert describing the student development workshops was included. Students who registered for 17 to 29 credits but completed less than half of total were also placed on academic probation. They received letters explaining the requirements of probation and a description of the single session, program planning workshop designed for them. Two hundred twelve students under academic suspension because of a GPA of less than 1.50 received a letter explaining circumstances of suspension category and a description of the three student development workshops. Students placed in suspension category because total credits registered for was 30 or more but credit earned was less than half of total numbered 572. These students received opportunity to participate in a single session, program planning workshop or individual counseling.

Since the college placed considerable importance on offering various programs and services to help these students--and the students involved comprised a diverse population--the career planning and advisement staff allowed each student to select the small group or individual treatment deemed most appropriate. Students also retained the option not to interact with college personnel regarding their placement under the standards of academic progress. Students selecting this option could not register for the next term, however, because continuing enrollment required an override from a counselor in career planning and advisement.

Interventions

Four treatments made up the independent variables for this project. They included: (1) one-credit student development workshops available during October and November 1978 to students with less than a 1.50 cumulative GPA; (2) single session, program planning workshops available in October and November 1978 to students not earning credit in at least half of total credits registered for; (3) individual counseling available throughout fall term 1978 to students in any of the standards categories who chose this option rather than a small group treatment; (4) no interaction with college personnel for students who did not select one of the other treatments and who chose not to discuss their academic records and the standards of academic progress with a professional staff member in the division of career planning and advisement before 16 December 1978 or the end of the fall term.

Career planning and advisement staff developed three student development workshops to assist students with low GPAs. Life/work planning (STD 2991A) focused on vocational and career interests, world of work, personal strengths, academic planning, and programs available at Miami-Dade (see Appendix H). Effective decision making (STD 2991B) highlighted personal attributes, personal value system, goal setting techniques, decision making techniques, and program planning (see Appendix I). The third student development workshop (STD 2991C), titled time and energy management, featured objectives dealing with effective stress management, study skills, stress reduction techniques, test taking techniques, campus resources, efficient time and energy management, biofeedback techniques, and program planning (see Appendix J). Four sections of each workshop were scheduled for October and November 1978. Each workshop was limited to 12 students. The college required attendance at eight class sessions plus at least one individual session with the counselor/workshop facilitator. The individual session allowed time for the counselor to review the student's academic record, provide academic advisement for winter term, and recommend additional activities to assist in improving academic performance.

Assistance for students not completing half of total credits registered for included opportunity to participate in a small group, one-session, program planning workshop. At this workshop a student reviewed the cumulative record with a counselor, examined the program requirements for intended major, planned for completion of courses in program, selected classes for winter term, and received additional recommendations from the counselor as appropriate. Two counselors co-facilitated these workshops and limited each workshop to 12 students.

A third intervention allowed any student affected by the standards of academic progress in any category to receive individual counseling rather than participate in a small group student development or program planning workshop. During the counseling session, the counselor and student reviewed academic standing, discussed data provided by student, planned courses for the winter term, and considered additional activities which might improve academic standing.

No interaction with college personnel or no treatment constituted the fourth variable. Students affected by the standards who did not come to career planning and advisement for assistance before 16 December 1978 were categorized as having received no treatment. Some students placed in this category did come for assistance in late December and January, but the help given effected no impact on the dependent variables under consideration. For the purposes of this study, therefore, I classified these students as receiving no treatment.

Treatment of Data

I employed appropriate statistical procedures to ascertain the effectiveness of each intervention developed to improve students' academic records. A correlated t test determined if fall term GPAs improved significantly for students with cumulative GPAs of less than 1.50 on a 4.00 scale. This procedure compared fall 1978 GPAs with previous cumulative GPAs for each treatment group: students attending one-credit student development workshops; students attending single session, program planning workshops; students receiving individual counseling; those electing not to interact with college personnel. When fall term GPAs differed significantly from previous cumulative GPAs, I employed analysis of variance to determine the relative effect of each treatment on fall term GPAs.

I followed similar procedures in assessing the change in fall term ratios of credits registered for to credits earned for students completing previously less than half of total credits registered for. The _t_ test determined if the fall term ratios differed significantly from previous ratios for those attending student development workshops, completing a program planning workshop, receiving individual counseling, or having no interaction with college personnel. When fall term ratios of credits registered for to credits earned proved significantly different from previous ratios, I analyzed the efficacy of each treatment (using analysis of variance). This further investigation identified the most effective treatments. Examining the impact of each treatment for subgroups of the population determined by age, sex, ethnicity, and educational goal completed the evaluation phase and provided answers to all research questions posited.

CHAPTER IV

FINDINGS

New standards of academic progress affected 1,266 students enrolled at Miami-Dade's south campus 1978 fall term. Miami-Dade limited these students in the number of credits allowed winter term and encouraged them to participate in small group or individual interventions designed to improve their academic performance. This study assessed the effectiveness of all services offered fall term to students placed in a standards category. Changes in 78-1 GPAs and ratios of credits registered for to credits earned served as variables.

Categories of the standards of academic progress pertained to students who earned less than a 1.5 cumulative grade point average and to those not completing with a passing grade at least half of total credits registered for. Because the categories were not mutually exclusive, it became necessary to assess the impact of all four treatments on both GPAs and ratios of credits registered for to credits earned. In the total population for this study, 517 students realized a GPA below 1.5 and completed less than half of total credits registered for. I considered data for these students, therefore, in answering both research questions one and two.

Changes in Grade Point Averages

Students placed under the standards of academic progress because of a cumulative GPA of less than 1.5 numbered 642 and comprised the population for the first research question. It asked whether the mean 1978 fall term GPA of students with less than a 1.5 cumulative GPA who participated in a student development workshop, received individual counseling, or had no interaction with college personnel differed significantly from the mean of their previous cumulative GPAs. In this analysis I also included the eight students with less than a 1.5 GPA who completed the program planning workshop and realized less than a 1.5 GPA. If a significant difference in GPAs did exist, I ascertained the relative effect of each treatment on fall term GPAs.

A correlated t test compared cumulative GPAs prior to 78-1 for the 642 students who earned less than a 1.5 with their 78-1 GPAs. The mean fall term GPA of 1.36 had a t value of 8.36 as depicted in Table 1. This value indicated a significantly higher 78-1 mean GPA than their previous cumulative GPA of 0.96. Utilizing a correlated t test, I assessed each of the four treatments. Table 2 shows the results of this correlation and depicts considerable improvement in GPAs for all students who interacted with college personnel, whether via a small group or individual treatment. A decrease in GPA from 0.89 before 78-1 to 0.82 at the end of 78-1 for students who chose not to interact with college personnel regarding their academic records emphasized further the significant improvement in GPAs for students who did participate in an intervention. The student

TABLE 1

COMPARISON OF 78-1 GPA AND PREVIOUS CUMULATIVE GPA

Variable	Number	Mean GPA	*t* value
78-1 GPA	642	1.3646	8.36**
Pre-78-1 GPA		0.9555	

$^{**}p < .01$

TABLE 2

COMPARISON OF GPA FOR EACH TREATMENT GROUP

Treatment	Number	Mean 78-1 GPA	Mean pre-78-1 GPA	*t* value
STD Workshop	55	2.1945	1.1576	8.72**
Prog. Planning	8	1.9175	1.0062	3.05*
Indiv. Counseling	264	1.8190	0.9893	11.45**
No Contact	314	0.8180	0.8910	-1.11

$^{*}p < .05$
$^{**}p < .01$

development workshops, program planning workshops, and individual counseling all prompted improvements in GPAs significant beyond the .05 level of probability or higher.

Finding a significant difference in mean fall term GPAs compared with previous cumulative GPAs prompted further evaluation of data to determine the relative effect of each treatment. Analysis of variance showed the relationship between treatments and grade point averages significant beyond the .01 level of probability. Table 3 presents these results. Students who completed the one-credit STD workshop showed an average increase in GPA of 1.0369, slightly more than a letter grade. The program planning workshop participants and those receiving individual counseling also improved nearly a letter grade. Only those who had no contact showed

TABLE 3

DIFFERENCES IN GPA BETWEEN TREATMENT GROUPS

Treatment	Number	Mean GPA Change	S.D.
STD Workshop	55	1.0369	0.8822
Prog. Planning	8	0.9112	0.8456
Indiv. Counseling	260	0.8578	1.1639
No Contact	301	-0.0329	1.1767
Total	624	0.4446	1.2331
$F = 34.068$	$df = 3$		$p < .01$

a decrease in GPA when comparing cumulative GPA prior to 78-1 with 78-1 GPA.

Changes in Ratios of Credits Registered for to Credits Earned

The second research question addressed the issue of number of credits registered for compared with number of credits earned. Students affected by the standards of academic progress, those not completing with a passing grade at least half of total credits registered for, numbered 957 and composed the population for this analysis. The total included 29 students who participated in an STD workshop because they failed to complete at least half of total credits registered for in addition to earning a GPA below 1.5. I evaluated, therefore, all four treatments for all students not completing at least half of total credits registered for. If a significant difference in ratios did exist, I determined the relative effect of each treatment on fall term ratios of credits registered for to credits earned.

Comparison of ratios of credits registered for to credits earned prior to 78-1 and at the end of 78-1 revealed significant differences. Table 4 shows a pre-78-1 ratio for the total population of .33 while the 78-1 ratio was .41. This resulted in a t value of 6.19, significant beyond the .01 level and indicating that ratio of credits registered for to credits earned fall term proved significantly higher than previous ratio.

TABLE 4

COMPARISON OF 78-1 RATIO OF CREDITS REGISTERED FOR TO CREDITS EARNED WITH PREVIOUS RATIO

Variable	Number	Mean ratio	*t* value
78-1 ratio Cred. Reg./Cred. Earned	957	0.4100	6.19**
Pre-78-1 ratio Cred. Reg./Cred. Earned		0.3258	

$^{**}p < .01$

I evaluated the four treatments individually, again using a correlated *t* test. Table 5 depicts results. Significant improvement in ratio of credits registered for to credits earned occurred for students who participated in the three small group and individual interventions offered by the college. Students choosing no contact with the college concerning their academic records completed less credits fall term than previously as shown by a 78-1 ratio of 0.23 and a previous ratio of 0.32. The student development workshops, program planning workshops, and individual counseling resulted in improvements in ratios of credits registered for to credits earned significant beyond the .01 level.

Utilizing analysis of variance, I examined the impact of each treatment on credit ratios. This evaluation showed

TABLE 5

COMPARISON OF RATIOS OF CREDITS REGISTERED FOR TO CREDITS EARNED FOR EACH TREATMENT GROUP

Treatment	Number	Mean 78-1 ratio	Mean pre-78-1 ratio	*t* value
STD Workshop	29	0.5260	0.3243	3.74**
Prog. Planning	46	0.6032	0.3459	4.19**
Indiv. Counseling	418	0.5835	0.3342	12.84**
No Contact	462	0.2262	0.3165	-5.16

**$p < .01$

highly significant improvement in ratios for the first three treatments and a decrease in ratio of nearly 9 percent for the no contact group. Table 6 reveals improvement in ratio of credits registered for to credits earned of 20 to 25 percent for students interacting with college personnel. Students attending the program planning workshops improved most with ratios up nearly 26 percent. Students receiving individual counseling realized a 25 percent improvement and the STD workshop participants showed a 20 percent ratio improvement.

Impact of Treatments on Subgroups

The final research question asked whether differences existed among subgroups of the population differentiated by sex, ethnicity, age, and educational goal with respect

TABLE 6

DIFFERENCES IN RATIO OF CREDITS REGISTERED FOR TO CREDITS EARNED BETWEEN TREATMENT GROUPS

Treatment	Number	Mean Credit Ratio Change	S.D.
STD Workshop	29	0.2017	0.2907
Prog. Planning	46	0.2573	0.4167
Indiv. Counseling	418	0.2492	0.3970
No Contact	464	-0.0889	0.3787
Total	957	0.0842	0.4209
F = 60.428		df = 3	$p < .01$

to the efficacy of the four treatments. The first analysis examined impact of treatments for males and females. Initially, t tests compared males and females at the beginning of 78-1 and revealed no significant differences in their cumulative GPAs or the ratios of credits registered for to credits earned. Then I conducted a cross tabulation of the number of males and females receiving each treatment 78-1. Results, as shown in Table 7, demonstrate that twice as many females as males completed student development workshops. Also about equal numbers of males and females participated in program planning workshops or received individual counseling. The no contact group, which made up about half of the total population, consisted of approximately 62 percent males and 38 percent females. These percentages resembled the total population, 59 percent male and 41 percent female, but did demonstrate that a larger proportion of the female population, 53.9 percent, contacted the division of career planning and advisement for assistance than did the male population, 47.7 percent.

TABLE 7

MALES AND FEMALES RECEIVING VARIOUS TREATMENTS

Treatment	Male: Number Row pct. Col. pct.	Female: Number Row pct. Col. pct.
STD Workshop	25 42.4 3.3	34 57.6 6.6
Prog. Planning	26 56.5 3.5	20 43.5 3.9
Indiv. Counseling	306 57.6 40.9	225 42.4 43.4
No Contact	391 62.1 52.3	239 37.9 46.1

The final step for assessing treatments in terms of sex considered the STD workshop, program planning workshop, and individual counseling together as a single treatment. I employed this approach because the numbers of males and females in each cell for the STD and program planning workshops was quite small and because all three treatments proved equally effective when compared with the no contact group. Table 8 shows changes in 78-1 GPAs for all students who began the term with less than a 1.5 GPA. Both males and females who contacted the college concerning their academic records improved their GPAs significantly. Males who participated in a small group or individual intervention showed GPA improvement of .93 while females receiving the same treatments improved .83. The no contact treatment resulted in a .08 increase in GPA for males and a .21 decrease for females. Overall, interaction of contact and sex showed no significant differences in mean GPA changes between males and females.

TABLE 8

CHANGES IN 78-1 GPAs FOR MALES AND FEMALES

Group	Treatment	Number	Mean GPA Change	S.D.
Males	Contact	187	.9311	1.154
	No contact	192	.0810	1.181
Females	Contact	136	.8326	1.057
	No contact	110	-.2110	1.165
F int. = 1.060		df = 1		$p > .05$

Ratios of credits registered for to credits earned improved significantly for students who chose interaction with college personnel in small group or individual interventions. Table 9 shows that students who began the term having completed less than half of total credits improved their ratio of credits registered for to credits earned an average of 24 percent for males and 25 percent for females. The no contact treatment for both males and females saw respective decreases in their ratios of 8 and 11 percent. Analysis of variance yielded an F interaction score of 0.855 showing no significant difference between male and female credit ratio improvement and contact with the college.

TABLE 9

CHANGES IN 78-1 RATIOS OF CREDITS REGISTERED FOR TO CREDITS EARNED FOR MALES AND FEMALES

Group	Treatment	Number	Mean Ratio Change	S.D.
Males	Contact	280	0.2418	0.395
	No contact	284	-0.0755	0.382
Females	Contact	213	0.2543	0.391
	No contact	180	-0.1101	0.373
F int. = 0.855		df = 1		$p > .05$

Three major ethnic subgroups, black, white, and hispanic, comprised the population for the next analysis. Eleven students who could not be categorized in one of these groups composed a fourth group called "other." Because this group proved very small in number, I omitted it from consideration except when reporting treatment received. Analysis of variance revealed no significant differences in cumulative GPAs or credit ratios existing between black, white, and hispanic groups at the beginning of the fall term.

Table 10 shows the participation in each treatment according to ethnic group. In general, the three major ethnic groups responded equally to the four treatments. The total population of 1,266 consisted of 13.5 percent blacks, 44 percent whites, 41.6 percent hispanics, and .9 percent other. Hispanic students interacted with college personnel to a slightly higher degree than did blacks or whites. About 54 percent of them completed a workshop or received individual counseling while 49 percent of the black students and 47 percent of the white students came in for assistance. These differences were not statistically significant, however.

I examined the efficacy of the treatments for the three major ethnic groups further utilizing analysis of variance. Again, because the numbers of students identified by ethnic group were too small for meaningful comparisons in the STD and program planning cells and because the three treatments requiring contact proved equally effective for all students, I considered the workshop and individual treatments together as the contact group.

Tables 11 and 12 present fall term changes in GPAs and ratios of credits registered for to credits earned for black, white, and hispanic groups. Grade point averages improved to a significant degree for students in each ethnic group who chose to come in for assistance. Significant differences

TABLE 10

ETHNIC GROUPS RECEIVING VARIOUS TREATMENTS

Treatment	White: Number Row pct. Col. pct.	Black: Number Row pct. Col. pct.	Hispanic: Number Row pct. Col. pct.	Other: Number Row pct. Col. pct.
STD Workshop	25	11	23	0
	42.4	18.6	39.0	0.0
	4.5	6.4	4.4	0.0
Prog. Planning	14	8	22	2
	30.4	17.4	47.8	4.3
	2.5	4.7	4.2	18.2
Indiv. Counseling	222	65	241	3
	41.8	12.2	45.4	0.6
	39.9	38.0	45.7	27.3
No Contact	296	87	241	6
	47.0	13.8	38.3	1.0
	53.1	50.9	45.7	54.5

existed in the amount of GPA change for contact and no contact groups: whites who came in improved 1.10; hispanics, .79; and blacks, .59. GPA changes for the no contact groups were .02 for whites, -.07 for hispanics, and -.18 for blacks. The interaction of treatment and ethnic group yielded an F score of 0.999 which proved insignificant at the .05 level of probability. This demonstrated that the relative effects of the treatments were the same for each ethnic group in terms of changes in GPAs.

Students not completing at least half of total credits registered for at the beginning of 78-1 numbered 998 and

TABLE 11

CHANGES IN 78-1 GPAs FOR ETHNIC GROUPS

Group	Treatment	Number	Mean GPA Change	S.D.
Black	Contact	46	0.5907	0.965
	No contact	52	-0.1769	0.942
White	Contact	132	1.1043	1.146
	No contact	137	0.0182	1.234
Hispanic	Contact	142	0.7934	1.103
	No contact	109	-0.0653	1.170
F int. = 0.999		df = 2		$p > .05$

comprised the population for Table 12. Improvement in ratio of credits registered for to credits earned proved highly significant for all groups, but no statistical significance existed between ethnic groups. Ratios for those interacting with college personnel improved an average of 30 percent for whites, 21 percent for hispanics, and 20 percent for blacks. Decreases in ratios from 8 to 10 percent resulted for black, white, and hispanic students who chose not to contact the college about their academic standing. Interaction of treatment and ethnic group proved insignificant in terms of credit ratio changes.

The average age of students receiving each treatment proved significantly different for those beginning 78-1 with less than a 1.5 GPA and for those not completing at least half of total credits registered for. Tables 13 and 14 depict these results and show younger mean ages for the three treatment groups which included contact than for the no contact groups.

TABLE 12

CHANGES IN 78-1 RATIOS OF CREDITS REGISTERED FOR TO CREDITS EARNED FOR ETHNIC GROUPS

Group	Treatment	Number	Mean Ratio Change	S.D.
Black	Contact	67	0.2012	0.367
	No contact	68	-0.0980	0.331
White	Contact	197	0.3035	0.387
	No contact	208	-0.1000	0.384
Hispanic	Contact	226	0.2075	0.402
	No contact	183	-0.0791	0.385
F int. = 2.541		df = 2		$p > .05$

TABLE 13

AGES OF STUDENTS BEGINNING 78-1 WITH GPA BELOW 1.5

Treatment	Number	Mean Age	S.D.
STD Workshop	55	21.64	4.5189
Prog. Planning	10	21.20	2.5298
Indiv. Counseling	312	22.02	4.6940
No Contact	410	23.23	5.0139
$F = 4.809$	df = 3		$p < .01$

TABLE 14

AGES OF STUDENTS BEGINNING 78-1 HAVING EARNED LESS THAN HALF OF TOTAL CREDITS REGISTERED FOR

Treatment	Number	Mean Age	S.D.
STD Workshop	29	20.72	1.4856
Prog. Planning	46	21.98	3.0659
Indiv. Counseling	423	22.52	4.5345
No Contact	498	23.12	4.4921
$\underline{F}$ = 4.095	df = 3		$\underline{p} < .01$

Further analysis of the significance of age and treatment produced highly significant results according to whether or not students contacted the college. Table 15 shows that older students came in for workshops or individual counseling significantly less often than younger students. In fact, more than 57 percent of the students 23 and over chose not to contact the college for assistance while only 37 percent of the 18 and 19 year olds chose this option. Analysis of variance assessed changes in GPA from before 78-1 to 78-1 and revealed that age did not make a difference in GPA improvement for students who began the term with less than a 1.5 GPA. Contact with the college, however, proved highly significant in its effect on grade point averages. The two way interaction of contact and age group yielded an F score of 2.043, which was not significant.

TABLE 15

AGE CATEGORY AND CONTACT WITH THE COLLEGE

	Contact	
Age group	Yes: Number Row pct. Col. pct.	No: Number Row pct. Col. pct.
14-17	1 50.0 0.2	1 50.0 0.2
18-19	128 63.1 20.1	75 36.9 11.9
20-22	323 51.1 50.8	309 48.9 48.9
23-29	141 42.9 22.2	188 57.1 29.7
30+	43 42.2 6.8	59 57.8 9.3

Review of differences in credit ratios revealed that some age groups improved more significantly than others. An F probability of 0.024 called for further examination of the data; therefore, I conducted t tests. Table 17 presents results. All age groups except the category of 14 through 17 showed highly significant differences between contact and no contact ratios of credits registered for to credits earned fall term. The interaction of contact and age group again showed no significance with regard to changes in credit ratios. These data provided additional evidence that all treatments requiring contact with the college proved equally successful.

TABLE 16

GPA CHANGES AND AGE GROUPS

Main Effects	DF	F	Sig. of F
Contact	1	105.55	0.000*
Age group	4	1.82	0.123
F int. = 2.043	df = 3		$p > .05$

*$p < .01$

TABLE 17

CHANGES IN 78-1 RATIOS OF CREDITS REGISTERED FOR TO CREDITS EARNED FOR AGE GROUPS

Group	Treatment	Number	Mean Ratio Change	S.D.
14-17	Contact	1	0.5455	0.0
	No contact	1	0.0888	0.0
18-19	Contact	90	0.1643	0.342
	No contact	54	-0.1036	0.310
20-22	Contact	250	0.2149	0.389
	No contact	222	-0.0935	0.377
23-29	Contact	122	0.3409	0.410
	No contact	152	-0.0645	0.400
30+	Contact	30	0.3740	0.418
	No contact	35	-0.1480	0.401
F int. = 1.895		df = 4		$p > .05$

The last evaluation of the population differentiated subgroups according to educational goal. All students indicate their educational goals in terms of degree desired at time of registration. The categories used for this analysis included Associate in Arts (A.A.), Associate in Science (A.S.), Associate in General Studies (A.G.S.), Planned Certificate (P.C.), non degree, undecided with A.A. intentions, and undecided with A.S. intentions. This population numbered 1,265. Table 18 shows students who contacted the college grouped together and those who elected not to come in for assistance, the no contact group. Further analysis revealed changes in 78-1 GPAs and ratios of credits completed for each educational goal.

Table 19 reveals that students who began 78-1 with less than a 1.5 GPA and who contacted the college for assistance improved their GPAs significantly fall term and that the difference in GPA changes from one degree category to another did not prove significant. Additionally, no significant differences resulted from the interaction of contact and educational goal.

Marked improvement in ratio of credits registered for to credits earned resulted for students who received assistance from the college fall term. Table 20 shows the mean ratio changes for each educational goal as well as the interaction F score comparing degree categories and credit ratios. As with GPA changes, the average credit ratio changes

TABLE 18

EDUCATIONAL GOAL AND CONTACT WITH THE COLLEGE

	Contact	
Educational goal	Yes: Number Row pct. Col. pct.	No: Number Row pct. Col. pct.
A.A.	420	369
	53.2	46.8
	66.1	58.6
A.S.	88	78
	53.0	47.0
	13.9	12.4
A.G.S.	2	9
	18.2	81.8
	0.3	1.4
P.C.	2	2
	50.0	50.0
	0.3	0.3
Non-degree	22	51
	30.1	69.9
	3.5	8.1
Undecided (A.A.)	101	115
	46.8	53.2
	15.9	18.3
Undecided (A.S.)	0	6
	0.0	100.0
	0.0	1.0

TABLE 19

CHANGES IN 78-1 GPAs ACCORDING TO EDUCATIONAL GOAL

Educational goal	Treatment	Number	Mean GPA Change	S.D.
A.A.	Contact	215	0.8821	1.077
	No contact	165	-0.0533	1.121
A.S.	Contact	44	0.9823	1.186
	No contact	39	-0.2526	1.264
Non-degree	Contact	11	0.9255	1.265
	No contact	26	0.4142	1.410
Undecided (A.A. and A.S.)	Contact	53	0.8357	1.193
	No contact	67	-0.0587	1.085
F int. = 0.843		df = 3		$p > .05$

TABLE 20

CHANGES IN 78-1 RATIOS OF CREDITS REGISTERED FOR TO CREDITS EARNED ACCORDING TO EDUCATIONAL GOAL

Educational Goal	Treatment	Number	Mean Ratio Change	S.D.
A.A.	Contact	332	0.2473	0.392
	No contact	273	-0.0974	0.380
A.S.	Contact	62	0.2464	0.415
	No contact	58	-0.0353	0.422
Non-degree	Contact	16	0.3988	0.408
	No contact	38	-0.0073	0.435
Undecided (A.A. and A.S.)	Contact	78	0.2179	0.375
	No contact	88	-0.1446	0.304
F = 0.389		df = 3		$p > .05$

revealed no significant differences from one degree category to the next.

Examination of the impact of the four treatments on subgroups of the population differentiated by sex, ethnicity, age, and educational goal showed no significant differences in GPA or credit ratio improvement for any segment of any subgroup. Significant improvement in both GPAs and credit ratios resulted for all students who contacted the college for assistance. Further, all groups improved equally when comparing males and females; black, white, and hispanic groups; age groups; and groups determined by educational goal.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Standards of academic progress allow Miami-Dade to identify and to provide assistance for students experiencing academic difficulty. The records of nearly 1,300 south campus students placed them in academic warning, probation, or suspension fall (78-1) term. This project evaluated the effectiveness of one-credit student development workshops, program planning workshops, individual counseling, and no interaction with college personnel on 78-1 grade point averages and on ratios of credits registered for to credits earned for all south campus students affected by the new academic standards.

I addressed the following research questions in order to make recommendations for a refined program of services.

1. Does the mean 78-1 GPA of students with less than a 1.5 cumulative GPA who participated in an STD workshop, received individual counseling, or had no interaction with college personnel differ significantly from the mean of their previous GPAs? If so, what relative effect did

each treatment have on 78-1 GPAs for students affected by the standards because of a GPA of less than 1.5?

2. Does the 78-1 ratio of credits registered for to credits earned for students who received credit in less than half of total credits registered for and who participated in a program planning workshop, received individual counseling, or had no interaction with college personnel differ significantly from their previous ratios of credits registered for to credits earned? If so, what relative effect did each treatment have on 78-1 ratios of credits registered for to credits earned for students affected by the standards because they had not earned credit in at least half of total credits registered for?
3. Do differences exist among subgroups of the population differentiated by sex, ethnicity, age, and educational goal with respect to the efficacy of the four treatments?

The population for this study included all south campus students affected by the standards of academic progress who registered for credit courses fall term, 1,266 subjects. I utilized data corrected for 517 students to answer research questions pertaining to both GPA and credit ratios because these students earned less than a 1.5 cumulative GPA and did not complete at least half of total credits registered for. This resulted in 878 subjects making up the group of students with less than a 1.5 GPA and 996 students composing the group that failed to earn credit in at least half of total credits registered for.

The quasi-experimental design of this project allowed each student to select the small group or individual treatment deemed most appropriate or to choose not to interact with college personnel. Variables used to measure the effectiveness of the four treatments included 78-1 GPAs and ratios of credits registered for to credits earned. Correlated t tests compared 78-1 GPAs with previous GPAs for each treatment group. If a significant difference existed, analysis of variance determined the relative effect of each treatment on 78-1 GPAs. I followed similar procedures in evaluating credit ratio changes for students not completing at least half of total credits registered for. The final research question examined the impact of the four treatments for subgroups of the population determined by sex, ethnicity, age, and educational goal.

Summary of Findings

Results indicated that significant differences in 78-1 GPAs and ratios of credits registered for to credits earned existed between students receiving small group or individual treatments and those choosing not to interact with college personnel. Students who contacted the college for assistance improved their GPAs nearly a letter grade while those who did not come in showed a small decrease in GPA. Improvement in credit ratios ranged from 20 to 26 percent for those interacting with college personnel while the no contact group decreased its ratio of credits registered for to credits earned by almost 9 percent. Significant improvement in both GPAs and credit ratios resulted for all students who came in for help. Improvement in all groups, however, was not significantly different when comparing males and females, ethnic groups, age groups, or groups determined by educational goal.

Conclusions

These data support the following conclusions.

1. Students who participate in small group or individual interventions designed to help south campus students improve academic performance achieve significantly higher grade point averages than students who do not come in for assistance.
2. Students who complete a workshop or receive individual counseling designed to help south campus students affected by the standards of academic progress earn significantly higher ratios of credits registered for to credits

earned than students who do not interact with college personnel.

3. No significant differences in grade point averages or ratios of credits registered for to credits earned result for students who complete a student development workshop, a program planning workshop, or individual counseling.
4. Small group and individual interventions designed to help students affected by the standards of academic progress contribute to positive changes in participants' grade point averages and credit ratios.
5. No significant differences in GPAs or ratios of credits registered for to credits earned result when comparing 78-1 performance for males and females; black, white, and hispanic ethnic groups; age groups; or groups differentiated by intended degree.
6. Students affected by the standards of academic progress who do not participate in small group or individual interventions designed to help them improve academic performance show decreases in both grade point averages and credit ratios.

Recommendations for Refined Program of Services

Based on the findings of this study, I offer the following recommendations.

1. Provide small group and individual interventions each semester for students affected by the standards of academic progress.
2. Make available information about GPA and credit ratio improvement of workshop and individual counseling participants for all students placed in academic warning, probation, or suspension categories.
3. Replicate this study for a minimum of two major semesters to assess long-range effectiveness of interventions.
4. Conduct survey of students who chose not to interact with college personnel to determine their needs. Plan additional services based on results.
5. Evaluate objectives of student development and program planning workshops, and revise, add to, or delete as appropriate.
6. Expand communication process for making contact with students affected by the standards of academic progress.
7. Provide workshops and seminars related to interventions for counselors who implement program.

8. Utilize this study as a model for development, implementation, and evaluation of additional student services.

Implementation of Recommendations

Suggestions for implementing recommendations follow.

1. Obtain approval of academic and student deans for continuing student development credit offerings.
2. Secure assistance of faculty, staff, and program development personnel for refinement of student development and program planning workshop objectives and for development of training workshops for counselors.
3. Assist career planning and advisement personnel in development of additional written, telephone, and face-to-face procedures which promote student/college interaction.
4. Coordinate efforts to work with research staff in development, implementation, and evaluation of additional research efforts pertaining to improving academic performance.
5. Offer seminars and workshops for community college personnel interested in providing developmental services for students.

Implications for Miami-Dade and Other Community Colleges

This study provided data which supported continuation of small group and individual interventions for students affected by the standards of academic progress. In addition, statistics demonstrated that south campus of Miami-Dade Community College offered assistance for students 1978 fall term which yielded significant improvements in grade point averages and ratios of credits registered for to credits earned. Support for this student development program and related endeavors should occur.

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APPENDICES

APPENDIX A

STANDARDS OF ACADEMIC PROGRESS

MIAMI-DADE COMMUNITY COLLEGE

STANDARDS OF ACADEMIC PROGRESS

Effective Fall Term, 1978

The primary purpose for adopting new Standards of Academic Progress is for the College to be better able to identify and provide assistance for students with academic difficulties. Most students at Miami-Dade do make satisfactory academic progress. However, for those students who experience academic difficulties, the Standards of Academic Progress will alert them and the College in order to correct academic weaknesses at an early point in their college career. The Standards include limiting the number of credits for which students register and prescribe specific kinds of assistance.

The Standards are not intended to discourage or penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so they may be successful in achieving their educational goals. The new Standards of Academic Progress provide students a variety of means to solve their academic problems and to begin to make satisfactory progress. The overall effect of these new Standards should be more satisfactory performance for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

ACADEMIC STANDARDS CATEGORY	RESULT
7-16 credits attempted with less than a 1.5 cumulative grade point average	Academic warning
17-29 credits attempted with less than a 1.5 cumulative grade point average	Academic probation
17-29 credits registered for but earned credit in less than half	Academic probation
30+ credits attempted with less than a 1.5 cumulative grade point average	Academic suspension*
30+ credits registered for but earned credit in less than half	Academic suspension*

Note: In calculating the category of courses registered for but earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

DEFINITIONS: STANDARDS OF ACADEMIC PROGRESS RESULTS

Academic warning signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term and 3 credits in the Summer Term. In addition, students should take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to 12. This program of intervention may include developmental studies, a study skill course, career counseling or a combination of all three.

Academic probation signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term, and 3 credits in the Summer Term. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category (academic probation) who on the basis of each term's performance earn half of their credit and maintain a 2.0 term grade point average will never be suspended for academic reason.

*Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may re-enter the College and continue for each subsequent term of enrollment, provided they maintain a 2.0 term grade point average and earn credit in at least half the credits for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being re-admitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

---

*Continuing, former, and transfer students phase into academic standards of progress during Fall and Winter terms, 1978-79. There will be no academic suspension for any student during this period.

Students are eligible to apply for readmission to the College after the dismissal period. Admission will be on a petition basis; in order for readmission to be approved, the petition must present evidence of some change in the student's circumstances.

Miami-Dade Community College
11011 S.W. 104th Street, Miami, Florida 33176

Medical Center Campus
950 N.W. 20th Street
Miami, Florida 33136

New World Center Campus
300 N.E. 2nd Avenue
Miami, Florida 33132

North Campus
11380 N.W. 27th Avenue
Miami, Florida 33167

South Campus
11011 S.W. 104th Street
Miami, Florida 33176

M-DCC Policy, Effective Fall Term, 1978 and thereafter.

An Equal Access/Equal Opportunity Community College

7/78

PARCHMENT DEED
100% COTTON FIBER

APPENDIX B

SAMPLE LETTER TO STUDENT

MIAMI-DADE COMMUNITY COLLEGE/South Campus
11011 S.W. 104 Street, Miami, Florida 33176

Sample Letter to Student

Office of Dean of Student Services
South Campus
11011 S.W. 104 Street
Miami, Florida 33176

Fall term, 1978

Student's name and address
intentionally omitted.

Dear ____________:

As we have previously informed you, Miami-Dade Community College has implemented new standards of academic progress. To provide ample opportunity to improve your record, the college is phasing into the new standards over two terms for continuing or transfer students, the fall and winter terms 1978-1979.

Under these standards of academic progress, your academic status would now fall into the academic probation category. These standards apply to your academic record for the next term because you have attempted 23.0 credits and have received a grade point average of 1.04. Students on academic probation fall within 17.0 to 29.0 credits attempted with less than a 1.50 cumulative grade point average. This means that you will be limited to nine credits winter term, and you must obtain advisement and receive special approval before registering for courses.

You must come to Career Planning and Advisement, Room 3232, 596-1125, to plan your schedule for next term. Small group workshops and individual counseling are also available to assist you in successfully completing your program of study.

We encourage you to improve your academic record and progress toward the successful fulfillment of your educational objectives at Miami-Dade Community College.

Cordially yours,

Dean of Student Services

Enclosure: M-DCC Standards of Academic Progress
Effective Fall Term 1978-1979

An Equal Access/Equal Opportunity Community College

PARCHMENT DEED
SOUTHWORTH CO. U.S.A.
100% COTTON FIBER

APPENDIX C

ASSISTANCE FOR STUDENTS AFFECTED BY THE STANDARDS OF ACADEMIC PROGRESS

MIAMI-DADE COMMUNITY COLLEGE/South Campus
11011 S.W. 104 Street, Miami, Florida 33176

CAREER PLANNING AND ADVISEMENT

ASSISTANCE FOR STUDENTS AFFECTED BY THE STANDARDS OF ACADEMIC PROGRESS

IN ORDER TO REGISTER FOR WINTER TERM (78-2) CLASSES, YOU MUST:

Make an appointment with a counselor in Career Planning and Advisement to discuss your academic record and to plan for your participation in one of the following workshops.

STD 2991A LIFE/WORK PLANNING 1 credit

This is an opportunity for you to explore vocational and career interests, personal strengths, and programs available at Miami-Dade. Winter term course selection and program planning will be included in the workshop.

STD 2991B EFFECTIVE DECISION MAKING 1 credit

Learn how to make decisions which will lead to the achievement of your goals. You will develop your winter term class schedule and plan for the completion of your program goals as part of the workshop.

STD 2991C TIME AND ENERGY MANAGEMENT 1 credit

Examine factors which contribute to the efficient use of your time and energy. You will be able to use these skills in managing stress, improving your test-taking ability, and planning your program of study for winter term.

These workshops are designed to help you improve your performance. They will be offered in October and November only so come in NOW. All participants will receive an appointment to register early for winter term.

REMINDER

ALL STUDENTS IN ACADEMIC WARNING, PROBATION, AND SUSPENSION CATEGORIES MUST SEE A COUNSELOR IN CAREER PLANNING AND ADVISEMENT BEFORE REGISTERING FOR WINTER TERM. CALL 596-1125 OR COME BY ROOM 3232 TO MAKE AN APPOINTMENT.

PARCHMENT DEED
SOUTHWORTH CO. U.S.A.
100% COTTON FIBER

APPENDIX D

ASSISTANCE FOR STUDENTS WHO HAVE REGISTERED FOR 17 OR MORE CREDITS BUT HAVE EARNED CREDIT IN LESS THAN HALF OF THOSE ATTEMPTED

MIAMI-DADE COMMUNITY COLLEGE/South Campus
11011 S.W. 104 Street, Miami, Florida 33176

CAREER PLANNING AND ADVISEMENT

ASSISTANCE FOR STUDENTS WHO HAVE REGISTERED FOR 17 OR MORE CREDITS BUT HAVE EARNED CREDIT IN LESS THAN HALF OF THOSE ATTEMPTED

IN ORDER TO REGISTER FOR WINTER TERM (78-2) CLASSES, YOU MUST:

Receive the approval of a counselor in Career Planning and Advisement. This can be done . . .

1. By attending a small group, one-session workshop which will allow you to review your MDCC record with a counselor, plan for the completion of your program requirements, and select classes for winter term. (Each workshop will be limited to 12 students so sign up NOW!)

— OR —

2. By obtaining individual assistance from a counselor which will include a review of your record, advisement for winter term, and additional recommendations as appropriate. (Winter term registration begins October 30 so make your appointment today!)

The small group workshop and individual help are offered to assist you in achieving your educational goals. When you participate in a workshop or see a counselor for individual assistance, you will receive an appointment to register early for winter term.

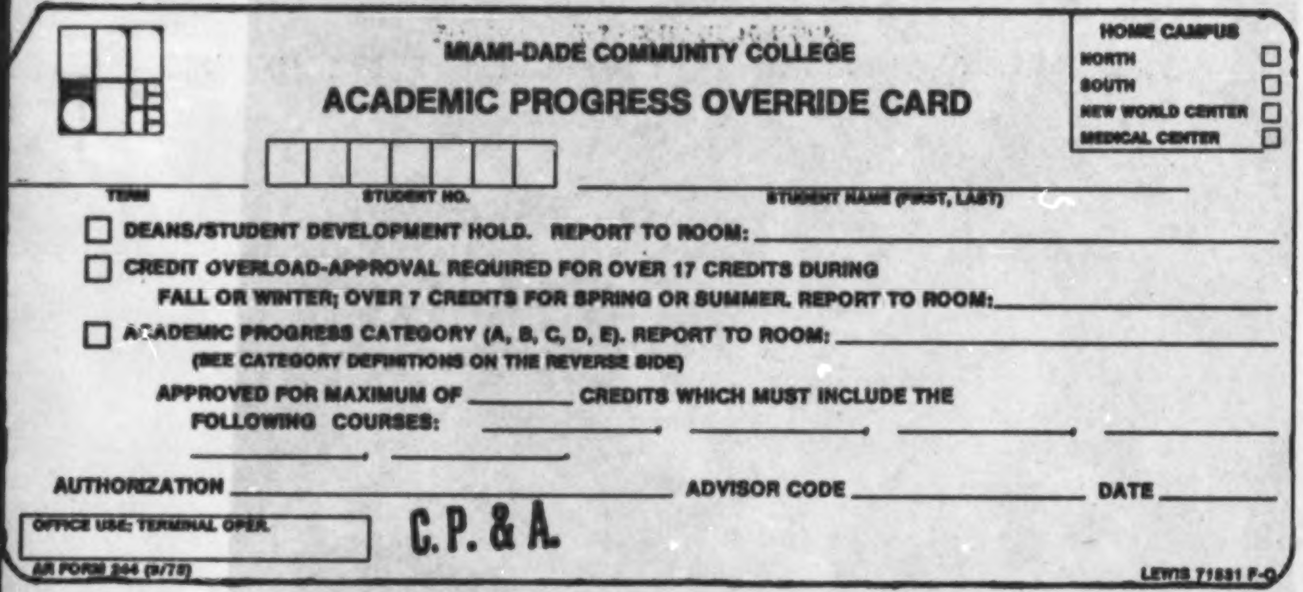
REMINDER

ALL STUDENTS IN ACADEMIC PROBATION AND SUSPENSION CATEGORIES MUST SEE A COUNSELOR BEFORE REGISTERING FOR WINTER TERM. CALL 596-1125 OR COME BY ROOM 3232 TO SIGN UP FOR A WORKSHOP OR TO MAKE AN APPOINTMENT WITH A COUNSELOR.

PARCHMENT DEED
SOUTHWORTH CO. U.S.A.
100% COTTON FIBER

APPENDIX E

ACADEMIC PROGRESS OVERRIDE CARD



MIAMI-DADE COMMUNITY COLLEGE

ACADEMIC PROGRESS OVERRIDE CARD

HOME CAMPUS
NORTH ☐
SOUTH ☐
NEW WORLD CENTER ☐
MEDICAL CENTER ☐

TERM ____ STUDENT NO. ☐☐☐☐☐☐☐ STUDENT NAME (FIRST, LAST) ____

☐ DEANS/STUDENT DEVELOPMENT HOLD. REPORT TO ROOM: ____

☐ CREDIT OVERLOAD-APPROVAL REQUIRED FOR OVER 17 CREDITS DURING FALL OR WINTER; OVER 7 CREDITS FOR SPRING OR SUMMER. REPORT TO ROOM: ____

☐ ACADEMIC PROGRESS CATEGORY (A, B, C, D, E). REPORT TO ROOM: ____
(SEE CATEGORY DEFINITIONS ON THE REVERSE SIDE)

APPROVED FOR MAXIMUM OF ____ CREDITS WHICH MUST INCLUDE THE FOLLOWING COURSES: ____, ____, ____, ____, ____, ____.

AUTHORIZATION ____ ADVISOR CODE ____ DATE ____

OFFICE USE: TERMINAL OPER.

C.P. & A.

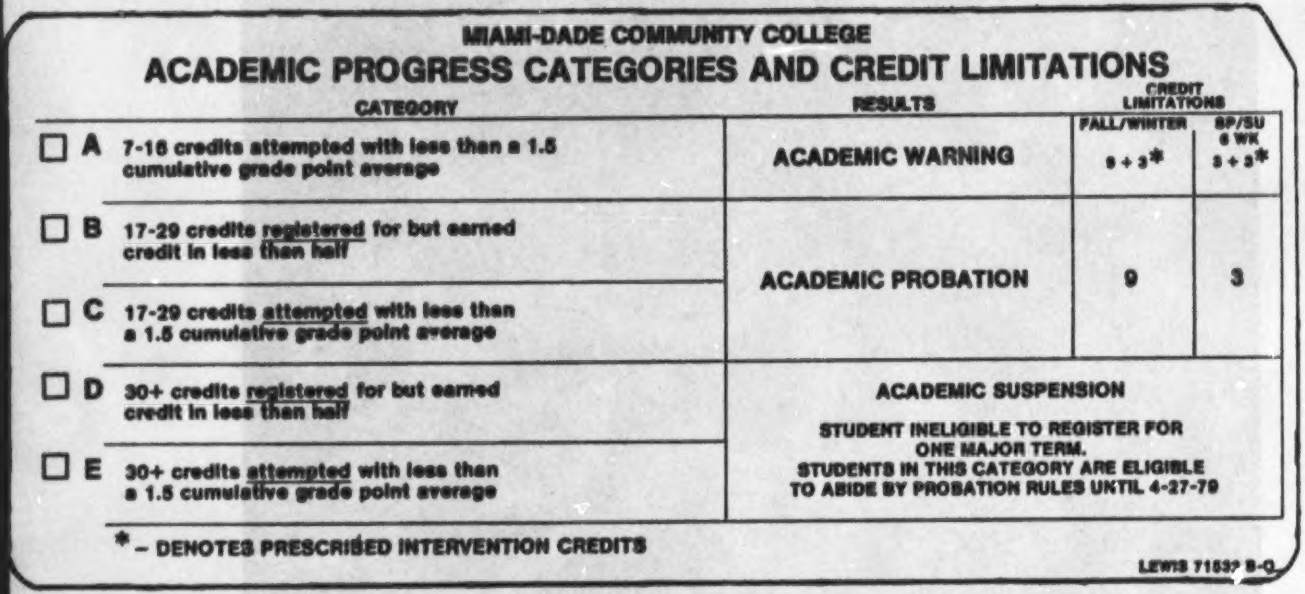
AR FORM 244 (9/78)

LEWIS 71881 F-O

ACADEMIC PROGRESS OVERRIDE CARD

Front of Card

ACADEMIC PROGRESS OVERRIDE CARD



MIAMI-DADE COMMUNITY COLLEGE

ACADEMIC PROGRESS CATEGORIES AND CREDIT LIMITATIONS

	CATEGORY	RESULTS	CREDIT LIMITATIONS FALL/WINTER	CREDIT LIMITATIONS SP/SU 6 WK
☐ A	7-16 credits attempted with less than a 1.5 cumulative grade point average	ACADEMIC WARNING	9 + 3*	3 + 3*
☐ B	17-29 credits registered for but earned credit in less than half	ACADEMIC PROBATION	9	3
☐ C	17-29 credits attempted with less than a 1.5 cumulative grade point average			
☐ D	30+ credits registered for but earned credit in less than half	ACADEMIC SUSPENSION STUDENT INELIGIBLE TO REGISTER FOR ONE MAJOR TERM. STUDENTS IN THIS CATEGORY ARE ELIGIBLE TO ABIDE BY PROBATION RULES UNTIL 4-27-79		
☐ E	30+ credits attempted with less than a 1.5 cumulative grade point average			

* – DENOTES PRESCRIBED INTERVENTION CREDITS

LEWIS 71537 B-O

Back of Card

APPENDIX F

CAREER PLANNING AND ADVISEMENT STUDENT DATA SHEET

APPENDIX F

CAREER PLANNING AND ADVISEMENT
STUDENT DATA SHEET

I. NAME ______________________ STUDENT NO. ______________

II. CURRENT ADDRESS ____
(Street)

____
(City) (State) (Zip Code)

III. TELEPHONE ______________ IV. BIRTHDATE ______________

V. CREDITS THIS TERM: ____ A. 12 or more

____ B. 11 or less

VI. CLASS SCHEDULE THIS TERM:

COURSE	CREDIT(S)	INSTRUCTOR'S NAME	PRESENT GRADE	GOAL FOR END OF TERM GRADE

VII. OTHER REGULAR COMMITMENTS: Indicate how many hours are spent in each activity per week.

_____Family _____Hobbies, clubs, etc.

_____Employment _____ Other: ____________

_____Studying for classes _____ ____________

VIII. Have you received assistance from Career Planning and Advisement before?

_____Yes _____No

If yes, in what areas: Please rate services received:

_____Counseling
_____Advisement
_____Vocational testing
_____Other (indicate) ____
____

_____Outstanding
_____Satisfactory
_____Unsatisfactory

IX. Are you currently receiving any of the following kinds of assistance? (Check all that apply.)

_____Veteran's benefits
_____Social Security benefits
_____BEOG grant
_____Short-term loan
_____Work/Study (Student Assistant) benefits
_____Tuition or other monies paid by employer
_____Other financial aid (indicate):
____

X. When did you begin your studies at MDCC?
_____ Term, _____ Year.

XI. Check the one educational goal you are currently working toward:

_____Associate in Arts degree
_____Associate in Science degree
_____Associate in General Studies degree
_____Planned Certificate
_____Upgrade skills
_____Personal interest
_____Other: ____

XII. Currently we are offering individual assistance and small group workshops to help you improve your academic standing. Please tell us what additional activities or services we might offer to help you.
1. ____
2. ____
3. ____

XIII. Indicate the reason that you think you are now in one of the categories of the Standards of Academic Progress (check as many as you think apply to your situation):

_____ A. LESS THAN ADEQUATE PREPARATION IN READING
_____ B. LESS THAN ADEQUATE PREPARATION IN WRITING
_____ C. LESS THAN ADEQUATE PREPARATION IN MATHEMATICS
_____ D. TOO MANY HOURS OF EMPLOYMENT (WORK)
_____ E. POOR ATTENDANCE
_____ F. LATE REGISTRATION
_____ G. LACK OF ABILITY TO USE THE LIBRARY WELL
_____ H. FAMILY RESPONSIBILITIES
_____ I. POOR HEALTH
_____ J. JOB REQUIREMENTS (CHANGE OF TIME REQUIREMENTS, SHIFTS, ETC.)
_____ K. INDECISION ABOUT MAJOR OR PROGRAM OF STUDY
_____ L. POOR GENERAL ACADEMIC BACKGROUND
_____ M. TOO MANY CREDITS PER TERM
_____ N. NOT ENOUGH TIME STUDYING
_____ O. OTHER (DESCRIBE): ____________________
_____ P. OTHER (DESCRIBE): ____________________

XIV. From the list above (XIII.), select the MOST important reason that you think you are now affected by the Standards of Academic Progress.

Indicate the letter here: ________

APPENDIX G

ACADEMIC PROGRESS APPROVAL FORM

CAREER PLANNING AND ADVISEMENT

ACADEMIC PROGRESS APPROVAL FORM

STUDENT NAME ______________________________ STUDENT NO. _________

SEX: _____Male ETHNIC: _____Black _____Hispanic

_____Female _____White _____Other

STANDARDS OF ACADEMIC PROGRESS CATEGORY:

_____A. Academic Warning (Under 1.5, 7-16 credits attempted).
_____B. Academic Probation (17-29 credits registered for, earned credit in less than half).
_____C. Academic Probation (Under 1.5, 17-29 credits attempted).
_____D. Academic Suspension (30+ credits registered for, earned credit in less than half).
_____E. Academic Suspension (Under 1.5, 30+ credits attempted).

INTERVENTIONS TO BE FOLLOWED BY STUDENTS

I. COMPLETE THE FOLLOWING WORKSHOP THIS TERM:

_____STD 2991A]
_____STD 2991B] - FOR CATEGORIES A., C., AND E.
_____STD 2991C]
_____PROGRAM PLANNING - FOR CATEGORIES B., AND D.

II. NEXT TERM (78-2) CLASS SCHEDULE IS LIMITED TO _____ CREDITS AND MUST INCLUDE THE FOLLOWING:

____

____

III. YOU ARE TO COMPLETE THE FOLLOWING ACTIVITIES:

_____1. Schedule an appointment with a counselor in Career Planning and Advisement to receive assistance with ____________________
____.
_____2. Reduce hours of employment to _____ hours per week.
_____3. Go to ____________________________ (campus resource) to receive assistance with
____
____.

III. (continued)

_____4. Go to ______________________________ (community agency) to receive assistance with ______________________________.

_____5. Change program of study at MDCC from __________ to __________.

_____6. Other: ______________________________
______________________________.

IV. ADDITIONAL INFORMATION PERTINENT TO THIS STUDENT:

____
____
____
____
____

______________________________ (Student's Signature)

______________________________ (Counselor's Signature)

Date: ______________________________

Date: ______________________________

APPENDIX H

MEASURABLE COURSE OBJECTIVES AND STRATEGIES FOR STD 2991A--LIFE/WORK PLANNING

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective
______ Affective
X Cognitive
______ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of his/her educational motives by describing reasons for attending M-DCC.

2. Conditions of Evaluation of Performance: After having participated in class discussion and activities related to motivation and given a motivation assessment instrument to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a motivation assessment assignment so that a minimum of two reasons are described.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

_____ Affective
X Cognitive
_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of his/her strengths as they pertain to selected careers by describing aptitudes, personal attributes, etc. on a self-assessment profile.

2. Conditions of Evaluation of Performance: After having participated in classroom discussion related to strengths and given a self-assessment profile to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a personal strength profile so that the student achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

____ Affective
X Cognitive
____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of values related to employment by describing his/her personal work values on a self-assessment instrument.

2. Conditions of Evaluation of Performance: After having participated in class activities related to work values and given a values worksheet to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a values assessment instrument so that a minimum of three work values are described.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991A
New

Major Domain of Objective
(Check only one)

_____ Affective
__X__ Cognitive
_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of his/her knowledge of resources for exploring career fields and the world of work by describing materials in the Career Resource Center.

2. Conditions of Evaluation of Performance: After having received information about careers and given a job fact sheet to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a job fact sheet so that a minimum of one career option is investigated.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

_____ Affective
X Cognitive
_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of knowledge of career interests by relating his/her interest patterns to career choice.

2. Conditions of Evaluation of Performance: After having completed an interest inventory, participated in group or individual interpretation, and given guidelines for assignment completion.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a career listing so that a minimum of three career preferences are included.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

______	Affective
X	Cognitive
______	Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of his/her knowledge of educational/vocational planning by using this knowledge to determine an appropriate course of study.

2. Conditions of Evaluation of Performance: After having obtained information about programs available at M-DCC, completed a vocational interest survey, and given an assignment for planning program completion.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a plan showing the steps to be followed in completing his/her proposed course of study so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

_____ Affective
X Cognitive
_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of his/her knowledge of program planning as it relates to class selection by completing an acceptable class selection form for the next term with a counselor.

2. Conditions of Evaluation of Performance: After having reviewed the academic record, identified program of study, received recommendations from a counselor and given an appointment for course selection.

3. Minimum Level of Performance: Evaluation will be based on the student's meeting with a counselor so that an appropriate class selection form is completed.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

______ Affective

X Cognitive

______ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate a synthesis of the relationship of educational motives to educational progress by specifying a personal plan for the improvement of academic performance.

2. Conditions of Evaluation of Performance: After having participated in class exercises related to motivation and given an academic performance assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of an academic performance plan so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A Statewide/Old

Major Domain of Objective

__________ Affective

__________ Cognitive

__________ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate acquiescence in responding to course attendance guidelines by complying with these.

2. Conditions of Evaluation of Performance: After having attendance requirements explained during the first class session and given the opportunity to attend all sessions.

3. Minimum Level of Performance: Evaluation will be based on the instructor's judgment of the student's acquiescence in response to class attendance as evidenced by the class roll.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991A
Statewide/Old

Major Domain of Objective

_____ Affective

_____ Cognitive

_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate conceptualization of the value toward academic planning by describing his/her personal plan.

2. Conditions of Evaluation of Performance: After having participated in the life/work planning workshop, completed all assignments and given the opportunity to discuss his/her personal academic plan.

3. Minimum Level of Performance: Evaluation will be based on the instructor's judgment of the student's conceptualization of academic planning as evidenced by his/her discussion of a personal plan.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991A
New

Major Domain of Objective
(Check only one)

________ Affective

________ Cognitive

________ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate the ability to perform selected movements constituting proper equipment usage techniques by executing such skills in the use of equipment in the Career Resource Center.

2. Conditions of Evaluation of Performance: After having received information about the Career Resource Center, demonstrations of the use of selected equipment, and given the opportunity to execute the specified skills according to established criteria.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of an equipment usage assignment so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE JUNIOR COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART II

Course Number STD 2991A

These strategies are for: (check only one)		Major Domain:	
____	an objective	X	Affective
X	a set of objectives	X	Cognitive
		____	Psychomotor

STD 2991A, Life/Work Planning, assists the student in his/her examination of vocational and career interests, work values, personal strengths, and programs available at Miami-Dade. As part of the course, the student is also afforded the opportunity to work individually with a counselor to plan for the completion of his/her selected program of study and to select appropriate courses for next term.

The strategies to be used in implementing the course objectives:

1. Lectures are used to give students information needed to complete course objectives.
2. Experiential exercises are employed to allow students to examine their work values and personal strengths.
3. Group discussions centering on job investigations and academic performance plans are included in class sessions.
4. Selected vocational interest inventories are administered and the results interpreted to allow students the opportunity to analyze vocational and career interests.
5. Individual assistance with advisement is provided to allow students the opportunity to review their records and to select courses for the next term.
6. Out-of-class assignments are given to direct students in the development of their academic performance plans.

7. Instructor-designed worksheets are provided to help students with personal assessment.

8. Evaluation instruments assessing acquired information and reactions to course requirements are administered to determine students' development and judgments about course.

9. Personal counseling is available to give students the opportunity to discuss areas of interest with a professional counselor.

All strategies employed will be offered to assist students in the completion of both the cognitive and affective course objectives.

APPENDIX I

MEASURABLE COURSE OBJECTIVES AND STRATEGIES FOR STD 2991B-- EFFECTIVE DECISION MAKING

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objective
(Check only one)

_____ Affective

X Cognitive

_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of his/her knowledge of personal strengths by describing personal attributes in selected areas, such as academic, personal, social.

2. Conditions of Evaluation of Performance: After having participated in class exercises related to strengths and given a personal strength profile to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a personal strength profile so that a minimum of 5 personal attributes are described.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objective
(Check only one)

___ Affective
X Cognitive
___ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of his/her value system by describing the operant and conceptual components of his/her personal value system which impact on effective decision making.

2. Conditions of Evaluation of Performance: After having attended class lectures, participated in activities related to value assessment and given a personal value system assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a personal value system assignment so that a minimum of three operant and three conceptual components are described.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objectives
(Check only one)

________ Affective

X Cognitive

________ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate his/her application of goal setting techniques by using effective techniques to establish personal goals.

2. Conditions of Evaluation of Performance: After having attended class lectures, participated in activities related to goal setting and given a personal goals assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of the personal goals assignment so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objectives
(Check only one)

____ Affective
X Cognitive
____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of effective decision making techniques by using these to make decisions which contribute to his academic success.

2. Conditions of Evaluation of Performance: After having participated in class exercises, attended lectures related to decision making and given an assignment in decision making to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a decision making assignment so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objective
(Check only one)

______ Affective

X Cognitive

______

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of his/her knowledge of program planning as it relates to class selection by completing an acceptable class selection form for the next term with a counselor.

2. Conditions of Evaluation of Performance: After having reviewed the academic record, identified a program of study, received recommendations of a counselor and given an appointment for course selection.

3. Minimum Level of Performance: Evaluation will be based on the student's meeting with a counselor so that an acceptable class selection form is completed.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objective
(Check only one)

	Affective
X	Cognitive
	Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate analysis of operative values as they relate to conceived values by identifying the significance of both in selected life situations.

2. Conditions of Evaluation of Performance: After having participated in class activities dealing with values and given a value analysis assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a value analysis assignment so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number	STD 2991B New	Major Domain of Objective (Check only one)	
			Affective
		X	Cognitive
			Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate synthesis of self knowledge as it affects decision making by designing a personal plan for decision making which incorporates accurate self assessment.

2. Conditions of Evaluation of Performance: After having attended class sessions, participated in activities related to self assessment as it affects decision making and given an assignment with criteria for completion.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a decision making plan so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B

Major Domain of Objective
(Check only one)

X Affective
________ Cognitive
________ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate acquiescence in responding to course attendance guidelines by complying with these.

2. Conditions of Evaluation of Performance: After having attendance requirements explained during the first class session and given the opportunity to attend all sessions.

3. Minimum Level of Performance: Evaluation will be based on the instructor's judgment of the student's acquiescence in response to class attendance as evidenced by the class roll.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991B
New

Major Domain of Objective
(Check only one)

X Affective

Cognitive

Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate a conceptualization of the values for effective decision making by discussing the positive outcomes of his/her new decision making practices.

2. Conditions of Evaluation of Performance: After having participated in classroom sessions on decision making, completed out of class applications of these practices and given the opportunity to discuss the effectiveness of these new practices.

3. Minimum Level of Performance: Evaluation will be based on the instructor's judgment of the student's conceptualization of his/her values toward effective decision making as evidenced by him/her in class discussion.

MIAMI-DADE JUNIOR COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART II

Course Number STD 2991B

These strategies are for:
(check only one)

__________ an objective

____X____ a set of objectives

Major Domain:

____X____ Affective

____X____ Cognitive

__________ Psychomotor

STD 2991B, Effective Decision Making, assists the student in learning how to make decisions which will lead to the achievement of his/her goals. The clarification of values, establishment of goals and plan for the completion of a M-DCC program are all part of the course. The student is also afforded the opportunity to work individually with a counselor to select appropriate courses for the next term.

The strategies to be used in implementing the course objectives:

1. Lectures are used to give students information needed to complete course objectives.

2. Self assessment profiles are given to assist students in increasing self awareness.

3. Out-of-class assignments are made to allow students the opportunity to apply their knowledge of goal setting and decision making techniques to life situations.

4. Group discussions pertaining to students' values toward effective decision making are included.

5. Individual assistance with advisement is provided to allow students the opportunity to review their records and to select courses for the next term with a counselor.

6. Instructor-designed worksheets are provided to help students assess the impact of their values and strengths on decision making.

7. Personal counseling is available to allow students the opportunity to discuss areas of interest with a professional counselor.

8. Evaluation instruments are administered to assess the students' development and their reactions to the course.

All strategies are employed to assist students in the completion of both the cognitive and affective course objectives.

APPENDIX J

MEASURABLE COURSE OBJECTIVES AND STRATEGIES FOR STD 2991C-- TIME AND ENERGY MANAGEMENT

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991C
Statewide/Old

Major Domain of Objective

______	Affective
X	Cognitive
______	Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of his/her knowledge of stress-producing life situations by describing excesses that currently prompt stress.

2. Conditions of Evaluation of Performance: After having participated in class exercises, attended lectures related to stress and given a stress production profile to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a stress-production profile so that a minimum of three situations are reviewed.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991C
Statewide/Old

Major Domain of Objective

_______ Affective
X Cognitive
_______ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of limiting behaviors by describing personal actions that interfere with maximum efficiency of time usage.

2. Conditions of Evaluation of Performance: After having participated in class activities dealing with limiting behaviors and given a self assessment profile assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a limiting behavior assignment so that a minimum of 3 limiting behaviors are described.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991C
Statewide/Old

Major Domain of Objective

______ Affective
X Cognitive
______ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate comprehension of study skills by describing effective techniques for successfully completing course objectives, including review of lecture notes, reading of text, etc.

2. Conditions of Evaluation of Performance: After having attended class lectures, completed exercises related to study skills and given a study skills assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a study skills assignment so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

____ Affective
X Cognitive
____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of stress reduction techniques by using these to decrease stress in selected situations.

2. Conditions of Evaluation of Performance: After having attended lectures, participated in class activities related to stress reduction and given an assignment in stress reduction to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a stress reduction assignment so that the student achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991C Statewide/Old

Major Domain of Objective

_____ Affective

X Cognitive

_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of effective test-taking techniques by relating appropriate procedures to M-DCC-South course objective evaluations.

2. Conditions of Evaluation of Performance: After having participated in classroom discussion related to test-taking and given an instructor-designed assignment on test-taking to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a test-taking plan including 3 types of tests, so that the student's approach to each type is delineated.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

☐ Affective
☒ Cognitive
☐ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of his/her knowledge of student support (educational, academic, emotional, vocational, etc.) services available on campus by relating information about one or more of these services to his/her academic progress.

2. Conditions of Evaluation of Performance: After having attended class lectures related to campus services and given a student support services assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a support services assignment so that a minimum of one student service is investigated.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PHASE I - PART I

Course Number STD 2991C
Statewide/Old

Major Domain of Objective

_____ Affective
X Cognitive
_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate application of his/her knowledge of program planning as it relates to class selection by completing an acceptable class selection form for the next term with a counselor.

2. Conditions of Evaluation of Performance: After having reviewed the academic record, identified a program of study, received recommendations of a counselor and given an appointment for course selection.

3. Minimum Level of Performance: Evaluation will be based on the student's meeting with a counselor so that an acceptable class selection form is completed.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

Affective
X Cognitive
Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate analysis of time usage as it relates to priorities by identifying examples of his/her use of time.

2. Conditions of Evaluation of Performance: After having attended a lecture and completed class exercises related to personal priorities, and given a related assignment to complete.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a self-assessment instrument so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

______ Affective
X Cognitive
______ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate synthesis of efficient time and energy management techniques by designing a personal plan which incorporates better use of time and energy.

2. Conditions of Evaluation of Performance: After having attended class lectures, participated in activities related to time and energy management techniques, and given an assignment with criteria for completion.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of a time and energy plan so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

X Affective
______ Cognitive
______ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate acquiescence in responding to course attendance guidelines by complying with these.

2. Conditions of Evaluation of Performance: After having attendance requirements explained during the first class session and given the opportunity to attend all sessions.

3. Minimum Level of Performance: Evaluation will be based on the instructor's judgment of the student's acquiescence in response to class attendance as evidenced by the class roll.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

X Affective
_____ Cognitive
_____ Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate a generalized set of values toward his/her plan for more efficient time and energy management by changing dysfunctional patterns to more successful ones.

2. Conditions of Evaluation of Performance: After having participated in the time and energy management workshop, completed all assignments and given the opportunity to discuss new behaviors/patterns in class.

3. Minimum Level of Performance: Evaluation will be based on the instructor's judgment of the student's generalized set of values as evidenced by his/her discussion of changed behaviors.

MIAMI-DADE COMMUNITY COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART I

Course Number STD 2991C
New

Major Domain of Objective
(Check only one)

________ Affective

________ Cognitive

X Psychomotor

STATEMENT OF OBJECTIVE:

1. Specific Performance: The student will demonstrate the ability to imitate proper biofeedback techniques by performing biofeedback exercises corresponding to these.

2. Conditions of Evaluation of Performance: After having reviewed biofeedback techniques, observed demonstrations, and given the opportunity to perform biofeedback exercises according to established criteria.

3. Minimum Level of Performance: Evaluation will be based on the student's completion of biofeedback exercises so that (s)he achieves a level of acceptable completion in accordance with given criteria.

MIAMI-DADE JUNIOR COLLEGE - SOUTH CAMPUS

Form for Measurable Course Objectives and Strategies

PART II

Course Number STD 2991C

These strategies are for:
(check only one)

_____ an objective
X a set of objectives

Major Domain:

X Affective
X Cognitive
_____ Psychomotor

STD 2991C, Time and Energy Management, assists the students in his/her development of a plan for more efficient use of time and energy. Knowledge of stress reduction techniques for improved test taking and a plan for program completion are important aspects of the course. The student also develops a winter term schedule with a counselor as part of the course requirements.

The strategies to be used in implementing the course objectives:

1. Lectures are used to give students information needed to complete course objectives.

2. Group discussions pertaining to efficient time and energy management and effective test taking are part of the course.

3. Experiential exercises are used to allow students to experience stress reducing techniques.

4. Instructor-designed worksheets are provided to help students assess limiting behaviors, use of time and energy.

5. Out-of-class assignments are given to direct students in the development of their personal plans for improved use of time and energy.

6. Role playing of stress producing situations are used to provide awareness of the behavioral dynamics of such situations.

7. Self assessment profiles are developed to increase students' self awareness.

8. Individual assistance with advisement is provided to allow students the opportunity to review their records and to select courses for the next term with a counselor.

9. Personal counseling is available to afford students the opportunity to discuss areas of interest with a professional counselor.

10. Evaluation instruments are administered to assess the students' development and their reactions to the course.

All strategies are employed to assist students in the completion of both the cognitive and affective course objectives.

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